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ABSTRACT

A wide range of classroom activities employing daily newspapers can be found in this teaching guide, and there are suggestions for teachers of kindergarten children through high school seniors. Each chapter deals with a different content area, and is further subdivided into specific topics, with many suggested activities for each. After an introduction and a note to teachers, the first section, on English, suggests activities related to business English, language arts, literature, reading, Scholastic Aptitude Tests, speaking and listening, thinking skills, and writing. The second section, on mathematics, shows how newspaper stories relate mathematical principles to real life and help students gain an appreciation of the role of math in society. The third section gives suggestions for classes on elementary science, energy, safety, and weather. The fourth section, on social studies, contains ideas for teaching citizenship, community studies, contemporary issues, economics, elections, general issues, geography, global perspectives, government/political science, history, and law. The fifth and most lengthy section covers special areas and recommends uses for newspapers for a number of purposes including art instruction, bulletin boards, career education, foreign languages, home economics, library skills, music, physical education, religion, scavenger hunts, study skills, and values. The sixth section covers teaching about newspapers and provides hints on introducing the newspaper, newspaper writing, and freedom of the press. The final section shows how classified advertisements, comic strips, photos, and sports pages can be used as teaching tools. The guide is illustrated and contains a glossary of newspaper terms. (SKC)

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THE MORNING CALL

MAKE IT RELEVANT

BY DONNA HAGGERTY

A guide to using The Morning Call in the classroom



Newspapers:
Good "news"
for today's
teachers

From an educational standpoint, newspapers work exceptionally well as instructional tools. Newspapers provide "real-life" referents for teaching what might otherwise be abstract concepts. They are up-to-date, motivational and practical.

Students who read newspapers learn to sharpen life skills, develop reading, writing, speaking and listening abilities, examine

and use information presented in charts, pictures and words, gain information needed to make career decisions, and develop critical thinking skills.

The list is endless. Newspapers provide students with the skills and information that are essential keys to productive adult lives.

Isn't that what teaching is all about?

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INTRODUCTION

Textbooks teach students many valuable lessons. But there's more to learn and understand about living in the world than most textbooks can teach. Students may learn how to add and subtract from textbooks, but those books don't always teach them how to buy a car wisely or plan a nutritious, inexpensive meal for a family. Textbooks may teach students the facts of our economic system, but those books don't often help them understand why a family of four can't make ends meet on a \$25,000 annual salary.

The newspaper can go a long way in helping students to translate what they learn from textbooks into what's going on in the world. It can provide that link between classroom theory and reality because it supplies practical applications for abstract lessons. The newspaper contains history as it happens, practical math and vocabulary and excellent models of writing. It also offers valuable information on numerous topics and gives students a sense of what's happening in their world today — an important skill since they will be the ones shaping world events tomorrow.

Why use newspapers?

The newspaper is not only relevant, but also inexpensive and up-to-date. In fact, it is probably the least expensive, most current text you are able to buy. Even the newest texts are usually a year behind the times, and certainly cost more than the price of a newspaper. Unlike most textbooks, newspapers can also be marked, clipped, pasted, folded or colored, which is important to younger students.

The newspaper is versatile. It contains a wide range of subject matter and reading levels so teachers can individualize their instruction, if necessary.

In addition, and probably most important, the newspaper enables students to continue their education throughout their lives. It is one of our most important re-

sources for independent learning. Through it, we acquire information which introduces us to new ideas, helps us form intelligent opinions and familiarizes us with everyday events — other important skills for tomorrow's adults. Newspapers provide an endless education, and are likely to be used by students throughout their lives.

What the research says

In the educational literature of the 1970s and '80s, research reports show that:

■ Newspaper use in school increases student awareness about the world at large and the immediate community and has a positive effect on student attitudes toward school, community and subject matter.

■ Students who used newspapers as a principal source material had better achievement scores than their matched counterparts who had relied only on textbooks.

■ In one study, reading skills increased by two grade levels for students who used newspapers, as compared to those using traditional methods. In another study, reading scores were consistently higher for 12-18 year-olds who used newspapers or a combination of newspapers and textbooks.

■ Newspaper use in class tends to promote increased newspaper use at home.

A lively classroom full of interested students is what every teacher wants, but most teachers know it's not always easy to get students involved. Using the newspaper as a teaching tool is one way of achieving the kind of student enthusiasm that brings your classroom (and their studies) to life. Using the newspaper is also a very effective way of preparing students for the future. Isn't that what teaching is all about?

Donna Haggerty

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*Activities cover a wide range of disciplines.

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Allentown, PA

NOTE TO TEACHERS

"The newspaper is no more the answer to a teacher's prayer than any other inanimate teaching tool. But it is a superior tool when coupled with the animating force of the teacher's confident use, because it contains within its pages something to engage and reward the interest of every child."

Daniel Fader, Ph. D.

Make It Relevant is a smorgasbord of activities and ideas designed to help teachers develop "confident use" of the newspaper as an instructional tool in their classrooms. Most of the chapters are reprints of **Teachers' Aides** columns, written by Donna Haggerty, that were previously published in Sunday's Morning Call.

With the exception of the chapter labeled "Primary grades," this book offers a non-graded approach to classroom experiences with the newspapers. It permits teachers to select the activities best suited to a particular group of students, depending on age, ability level and interest, and provides for individualized learning.

For organizational purposes, activities are grouped by subject areas; however, most of them provide integrated learning experiences. A social studies activity, for example, may encompass critical thinking, economics, math, writing and reading skills. Teachers are encouraged to

examine each chapter for possible adaptation to classroom needs. The listings with an asterisk are particularly good for teaching multi-disciplinary skills.

Teachers are also encouraged to combine or modify the activities to provide challenge and depth. Likewise, activities can be modified to decrease their complexity, if needed.

Instructions for the activities are directed to the students (except when it is necessary for the teacher to do preliminary work, like clipping stories) in order to save time for the teacher. In most cases, the actual activity can be reproduced or given orally. If activities need to be adjusted, however, teachers may wish to reword them accordingly.

Certain acknowledgements are due with the introduction of this book. **Make It Relevant** is by no means all-inclusive in nature. The author also wishes to credit any ideas that may have been gleaned from other Newspapers In Education publications in circulation. Many uses of the newspaper are obvious and have been shared nationwide by NIE colleagues.

Hopefully, this book will serve as a guide for unlimited possibilities in the classroom. Used as a supplement or a text, the newspaper can add an exciting and enriching dimension to daily lessons.

ABOUT THE AUTHOR

Donna Haggerty is currently manager of The Morning Call's Public Relations Department. She joined The Morning Call as coordinator of its Educational Services department in 1978, and served as director of that department from 1980-85.

Prior to accepting this position, she taught high school English and Journalism in the Salisbury School District, Allentown. She also served as adviser to the school's newspaper and yearbook during that time.

Mrs. Haggerty received a B.S. in Secondary Education, English, from West Chester State University and a M. Ed. from Temple University. She taught grad-

uate level Newspaper In Education courses for teachers in Carbon, Lehigh and Northampton counties and served as chairperson of the state's Newspaper In Education committee for five years.

Haggerty organized The Morning Call's innovative Student Newspaper Advisory Program (SNAP). She is a member of Phi Delta Kappa and is on the board of directors of the Lehigh Valley Child Care Association and the Lehigh County Meals on Wheels. She was recently named to Who's Who Among American Women.

"Much has been said and written on the utility of newspapers, but one principal advantage which can be derived from these publications has been neglected; we mean that of children reading them in schools and at home with their families. Try it for one season — if you wish your child to improve in reading solely, give him a newspaper; it furnishes variety, some parts of which must infallibly touch his fancy. If you wish to instruct him in geography, nothing will so indelibly fix the relative situation of different places as the stories or events published in the papers. If you wish to have him acquainted with matters of the country or city, the mode of doing business, public or private, of if you wish him to have a smattering of every kind of science useful and amusing, give him a newspaper. Newspapers are plenty and cheap — the cheapest book that can be bought, and the more you buy the better for your children, because each part furnishes some new and valuable information."

courtesy of the Massachusetts EASTERN HERALD
June 8, 1795



THE
MORNING
CALL

ENGLISH



Newspapers:
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Isn't that what teaching is all about?

Business English

The daily newspaper, particularly the classified ad section, provides many opportunities to practice Business English skills. Following are some related activities.

- Simulate a job-hunting experience. Scan the classifieds for two jobs you might like to have — one you could do now and one you could apply for after you finish school. Then:

- a. Prepare sample letters of application to the companies who advertised the positions.
- b. Write letters requesting interviews.
- c. Write follow-up letters.

- Writing facts, not opinions, is an important element to remember when writing a business letter. For practice in distinguishing between the two, examine letters to the editor and classified ads and identify the factual statements.

- For practice in letter writing, choose one of the following:

1. Read a story dealing with a decision made by a government official or a business executive. Write a sample letter to the person rebutting or supporting that decision.

2. Study a page of letters written to the editor and classify them into letters expressing feelings about an issue, letters defending a viewpoint opposite one presented in an editorial, letters stating opinions about local problems and letters which answer previously published letters. Then rewrite one of each type so it is more forceful.

3. Look through the classifieds for an employment ad. Write a sample letter to the employer expressing interest in the position. Be sure to follow standard writing techniques.

- Look through the classifieds and circle all the jobs that require excellent communication skills. Repeat the activity with the news section. Identify persons in the news (like President Reagan) whose jobs require these skills.

- Identify the part(s) of the paper that pertain to business. Make a list of the information given in that section.

- The employment ads in the classified sec-



tion lend themselves well to developing interviewing skills. Set up a mock interview between an employer and a potential employee for a job that is listed in the classifieds.

Before the "interview," prepare a list of questions that would be covered during a typical job interview, like what is the daily routine, what education and training is required, what advancement does the job hold, etc. The answers to some of these hypothetical questions can be found in the classifieds.

- Scan the classifieds for five jobs available in local businesses. List the communications skills necessary to each job. How many of them could you apply for right now?

Language Arts

Teaching language skills is every teacher's responsibility, and using the newspaper to teach these skills makes it easy. If you don't believe it, try some of these activities.

■ Use the obituary page to find the homonym mates to the following words: *sun, dyed, to, fore, in, bee, our, flours, knight, wholly, grate, won, daze, buy, Lou.*

■ Select a job opening listed in the classified ads. Write a letter explaining why you would be a good person for that job.

■ Examine the classified section of the newspaper. Then write a short ad for an item you wish to buy or sell.

■ Divide a paper into three vertical columns. Head the three columns with "-s," "-es" and "-ies." Look for words in the paper with each of the plural endings and list them in the proper columns.

■ Have students listen as you read the slogans from different advertisements in the newspaper. Can the students identify the products that are being advertised?

■ Clip an article from the news section of the newspaper and glue it to a piece of paper. Carefully read the first two paragraphs and underline the following:

Use green to underline WHO the story was about.

Use red to underline WHAT happened.

Use blue to underline WHERE the event happened.

Use orange to underline WHEN it happened.

Use black to draw a circle around the sentence that explains WHY or HOW the news story happened.

■ Black and white — how many opposites can you find? Look through the newspaper and make a list of all the opposites you can find. Put some of your opposites together in a crazy sentence.

■ Adjectives describe people, places and things. Print "happy" on one piece of paper and "sad" on another piece of paper. Look through the paper and see how many happy adjectives and how many sad adjectives you can find to add to each paper.

■ Pronouns are words which take the place of nouns. And, they are everywhere — even in the comics. Turn to the comics and circle all of the pronouns you can find. Write a sentence, using three of the pronouns.

■ Read a news item and outline the main ideas in the story. List the supporting facts under the main ideas in outline form.

■ Read a feature article. Tell how the writer makes you feel. Determine which parts of the article set the mood. Find the words and sentences that contributed to that feeling.

■ Select a picture from the newspaper. Under the picture, list words that describe the picture or objects in the picture.

■ Choose a feature or human interest story and rewrite it, changing every adjective in the story to a synonym of the adjective originally used. When you finish, decide whether or not the words change the feeling of the story in any way.

■ Draw a "funny car" and write a classified ad to sell it. Be sure to include all the important information!

■ Beauty means different things to different people. Make a "Beauty is" scrapbook. Collect stories and pictures from the paper about things that are beautiful to other people. Can you appreciate what others consider beautiful? In your scrapbook, make a list of the ways you can show appreciation for other people's treasures.

■ Characters in comic strips often possess very "human" qualities. They may also have special characteristics that set them apart from the average person. Assume that an organization in your community has decided to honor a comic strip character that is most representative of your community. Read your comics to nominate a character for the award. Prepare a nomination speech or letter expressing why you have made your choice. Prepare a newspaper advertisement to try and convince citizens in your community to vote for your comic candidate.

■ Clip from the paper an item that you would like to sell. Write a slogan for an advertisement to sell the item. Design an ad for the item, using your slogan, that could be put in a newspaper.

■ Read some of the "Help Wanted" ads. Write a "Help Wanted" ad for a new teacher. Be sure to list the qualifications.

■ Advertisers use words to sway consumers into buying items. Read the newspaper ads to find some of these words. Cut out the words and make a poster of "words that sell."

■ Locate an advertisement from the newspaper. Delete the words that describe the product and replace them with antonyms in order to change the meaning of the advertisement.

■ Read a movie review in the newspaper and use it as a model to write a short review of a favorite movie you've seen.

■ Scan the classified ad section of the newspaper to locate an ad from someone looking for a lost pet. Write a story from the pet's point of view, explaining how it is looking for its owner.

■ Create a short poem using only words you have clipped from the newspaper.

■ After studying a list of common Latin and Greek roots and affixes, find words in the newspaper which contain any of these derivatives and explain their meanings.

■ Find 10 examples in the newspaper of situations that require language. Describe how language was a key element in each example. Could the same have been accomplished without language?

■ To help students experience the difficulty of communication without the orderliness that grammar provides, reconstruct the front page by cutting apart headline words, paragraphs and captions and pasting them on large poster board in jumbled form. Be sure to retain the original layout of the page. Present it to your class and ask them to identify the main events of the day.

■ How would our lives change if grammar did not exist? Ask students to identify five examples in the paper of problems that would result if there was no orderliness to language.

■ Because section A of the newspaper is full of current, national news, it is an ideal resource for this activity. Cite examples in this section which prove that language is a unifying force.



■ Headlines in the newspaper are not always complete sentences. Words are often left out because only a certain number of letters and spaces can be used. Clip 10 headlines in the newspaper and rewrite them as complete sentences.

■ Read an article in the newspaper which features a national personality. Write a limerick utilizing information about the personality featured in the news article.

■ Find stories, features, editorials or pictures that illustrate the following basic truths:

- Man is helpless against nature.
- Man is determined to succeed.
- Man loves to laugh.
- Man loves children and babies.
- Man is cruel.
- Man has courage.

Then state your own basic truth and find material that illustrates it.

■ Read newspaper advertisements. Discuss the difference between writing advertisements for the newspaper and for radio and television.

■ Find a picture of someone in the newspaper. Is the person happy, sad, excited? Identify the emotion on the person's face. Write a story telling why the person might be happy, sad, etc.

■ Find examples of good advertising. Support your examples with the five fundamentals of good advertising:

- Gets attention through positive treatment.
- Shows people advantages of the product.
- Creates a need for the product.
- Persuades people to buy the product.
- Asks for action from the buyer.

■ Choose a picture from an advertisement and tell a story, pretending that you are that object. (Example: Tell what life is like as a tennis shoe, or how it feels to be an apple.)

■ Choose three persons (political figures, entertainers, or sports celebrities) and draw a cartoon that captured whatever you want to express about each person. If you prefer, write a paragraph describing what you would illustrate if you were a cartoonist. Tell what features you would emphasize and why.

■ Draw cartoons to illustrate such words and phrases found in the newspaper as "cake walk," "railroad tie," "chairman," "foothills," etc. Label your illustrations with word clipped from the newspaper.

■ Find an editorial cartoon that you like. Cut it out and paste it on your paper. Write a paragraph that tells what you like about it.

■ Select a topic of interest in the news. Write two paragraphs based on the topic. In the first, use facts and in the second, use opinions.

■ In the newspaper, find a common, everyday object or product that probably will not be used in the next century. What will replace this object or product? Design a futuristic advertisement to sell the object or product. Be prepared to share your project with the class.

■ Use a news story to ask students what inferences they are drawing from the facts of the story.

■ Newspaper feature stories are different from news stories in that they often have an unusual slant or twist to them, such as humor or pathos, and are not written primarily to convey news events. Make a collection of feature stories. File them under such headings as pity, humor, intrigue, irony, etc. Write a short paragraph telling why this story was filed in a certain category.

■ Read a news story about a person who has had something happen to him or her. Write a story about what takes place in that person's life, starting where the news story stops.

■ Locate a satirical column in the newspaper, like Erma Bombeck or Mike Royko. Write an analysis of the column, indicating the elements that are used to achieve the satire (hyperbole, metaphor, simile, etc.).

■ Create a short play based on a newspaper story, picture or feature. Choose "actors" from your class to present your play.

■ Identify people you recognize in a newspaper editorial cartoon. Explain which physical feature the cartoon exaggerates. State your opinion of the cartoon.

■ Write an imaginary letter to your favorite comic strip character. Tell him or her about something you have done that he or she would enjoy or understand.

■ Try to write tomorrow's headlines based on today's news. Check your headlines against the newspaper's headlines tomorrow.

■ Write a letter to the editor differing with a

viewpoint expressed in the newspaper.

■ Find examples of symbols in newspaper editorial cartoons. You might see Uncle Sam for the United States or the hammer and sickle for the Soviet Union. Research the origin of the symbol.

■ Play "Find a Fact" with two other students in your class. Give each student two news stories from today's paper. The object of the game is for each student to find as many facts as possible in the articles. Underline each fact as you read. When everyone is finished, discuss each fact. Be sure that everyone agrees that the underlined sentences are facts. Use editorials to play "Find an Opinion" in the same way.

Literature

Teachers of literature courses sometimes find it difficult to relate the material found in these courses to their students' experiences. Achilles' sword means little to students familiar with modern day weaponry, as does a flying horse when compared to the super jets of today.

Newspapers can help teachers who are facing this problem. Daily newspapers, like literature books, recognize and record grand and glorious deeds and the people who accomplish them. They also record stories and messages about daily life.

Since newspaper content is comparable to that in literature books, newspapers can become a point of reference with which students can identify. Following are some activities that reinforce this relationship.

- Examine the newspaper for articles of events that may go down in history and decide whether they are of local, state, national or world importance. List reasons why these events would make an impact on history.

- Repeat this activity by identifying people who will make history.

- Identify past and current news stories that would lend themselves to literary epics.

- Pretend you are a newspaper editor during the times of Ulysses (or Shakespeare or King Arthur, etc.) Construct the front page of a newspaper for that era, using some of the accounts in the Odyssey. What would some of the main stories be?

- Discuss the writing techniques of an epic. Rewrite an important newspaper article using the elaborate techniques employed in an epic.

- Read a great literary work and select several sections to write as news releases.

- Write sample editorials expressing your feelings about feats accomplished by prominent Americans.

- Discuss the concept of conflict in literature and the different types (man vs. man, man vs. nature, man vs. himself). Look in the newspaper for examples of these conflicts.

- Find newspaper stories about people and discuss their problems, achievements, adventures, crimes or ambitions. Draw parallels between these lives and the lives of characters in literature.

- Choose a short story, poem or play from literature and rewrite it a news story.

- Find newspaper examples of personification, simile, metaphors, irony and other literary devices.



- Look in the newspaper for news of current personalities in the literary world.

- Clip photographs of people, choose one and write a narrative sketch of that person. Use one particular point of view (first person, omniscient, etc.). Various point-of-view approaches for the same picture should be read and compared.

- Clip from the newspaper interesting feature articles centering on celebrities or unusual personalities. Turn the major points of the articles into narrative, poetic or ballad forms.

- Clip a newspaper story containing figures of speech and expressive words and phrases. Underline them and use them in a free verse poem.

- Select a feature article, news story or advertisement which has emotional appeal and write a poem based on it.

- Use Morning Call classified ads as models for your own ads based on literary works. (Examples: WANTED: Information leading to the whereabouts of our nanny. Disappeared when the wind changed. Contact Burt the Chimney Sweep or 16 Cherry Tree Lane. — Mary Poppins by Pamela Travers. WANTED: Individual with a wise plan to change newborn runt pig's fate. Will repay with friendship. — Charlotte's Web by E.B. White. FOUND: Special place with proven recuperative powers. Tours leave London daily. Contact Dickon. — The Secret Garden by Frances H. Burnett.)

Reading

Q. Should newspaper reading be a part of a school's reading instruction?

A. Most decidedly and emphatically, yes! Why?

There are several very good reasons why newspapers can and should be part of the reading classroom: 1. The newspaper is a reading medium that can be used effectively to teach reading skills. 2. Newspaper reading is the most important reading Americans can do in terms of being informed citizens. It is also the most pervasive. 3. Newspaper reading is beneficial in many ways. Allow me to elaborate.

The newspaper is unquestionably a dynamic and versatile tool for developing even the most basic reading skills. A reading medium, the newspaper offers functional reading practice for beginner as well as advanced readers.

Aside from being an effective text, the newspaper belongs in reading instruction because newspaper reading is the most important reading Americans can do in terms of our being enlightened citizens. A democracy cannot work unless its people are well informed, and reading the newspaper is one of the best ways to get the information needed for responsible citizenship. To fulfill its obligation to democracy, schools should help students become discriminating newspaper readers. In light of recent restrictions planned for our press, a newspaper study is more important today than ever.

In addition to being the most important, newspaper reading is also the most pervasive reading we do in terms of time span. It is the only resource the majority of Americans continue to read throughout their lives.

It is also the most pervasive in terms of quantity. In America, newspaper reading represents the greatest amount of reading done by the greatest number of people. Newspapers are read in 75 percent of all U.S. households and by 67 percent of all American adults. Every week, nine out of 10 adults read at least one newspaper.

Finally, newspapers should be part of the reading classrooms because students should realize the benefits newspapers offer. Because they are readily available resources for independent learning, newspapers enable us to continue our education throughout our lives. They also help us to function independently in society. Newspaper information helps us find homes, jobs and the best values for our dollars. It helps us think analytically, form intelligent opinions, make logical decisions and take positive actions. It also provides material for our reading pleasure.

With the newspaper playing such significant roles in our lives, who can argue the importance of its role in our educational system? The newspaper is an instructional and motivational tool, and a natural for reading classes.

Here are some general tips to keep in mind when using newspapers:

- Always provide some free reading time, so students discover for themselves what is in the paper for them.
- As much as possible, allow students a choice of what to read in the paper and of newspaper-related assignments.
- Encourage students to read the paper regularly, daily if possible.
- Give students opportunities to react to what they read and evaluate it.
- Help students relate what they read to what they already know. Help them to understand on-going news and to follow stories as they develop.
- Help students to become critical readers by showing them comparisons and sequences of time and events. Help them speculate about the implications of what they read.



Surveying

■ Surveying is used to determine what information is included in a publication should be read more thoroughly. Surveying supplies answers to the questions: What information is here? What information do I need? How long is the information? How much retention do I desire? How will I use the information? Surveying saves time by eliminating unneeded material from a reading schedule.

To survey a newspaper article: Read the headline and byline and examine all the accompanying graphics. Read the first paragraph (or two, if short) line by line. Read all subheads and topic sentences of all following paragraphs. Read the last paragraph (or two, if short) line by line.

Have students practice surveying several articles. Then have them apply the technique to other reading materials. For example: To survey a book, read the title page, table of contents, introduction and copyright data. Read the foreword and preface, line by line. Survey each chapter as you would a newspaper article. Examine the bibliography and index, when present.

Skimming

■ Skimming is used very often in newspaper reading. It provides a good overview when extensive comprehension is not needed. It is a technique somewhere between surveying and full line by line reading.

To skim an article, read the headline, byline and dateline. Read the first paragraph line by line, as well as any subheads and the opening sentences of all succeeding paragraphs. Look for key words in the body of the paragraphs and read the closing sentences in full. Read the last paragraph line by line.

Flexibility is a must of efficient skimming. Key words like "however" or "in addition" signal a change in thought and should signal a change in reading method. When they are met, stop skimming and read enough of the sentences to catch the shift in meaning. Similarly, entire paragraphs should be skipped when the contents are so familiar that reading is unnecessary. But be sure it is unnecessary. Skimming is not careless reading; it is careful reading of selected portions of material.

Like surveying, skimming is a technique which can be practiced in newspaper reading then applied to other kinds of reading.

Scanning

■ Scanning is used to locate specific information. It may be used to verify a fact, find an answer or define a topic. Efficient scanning yields now comprehension beyond the information required because it is based on selective perception.

To scan, know first what you're looking for: a name, date, statistic, idea, etc. Use the proper scanning pattern, vertical for narrow columns and zig-zag for wider ones. Look for helpful clues, like capital letters, numbers or related words.

Help students practice scanning newspapers and a variety of other reading materials.

SQRRR

■ The SQRRR (or SQ3R) method of reading works well for intensive or thorough reading. In this method, readers survey to determine what details are needed and how they'll be used. They then ask themselves related questions, read carefully, recite (mentally) the answers to the questions and review the material before it is needed.

To practice this method with newspapers, first survey an article as previously described. Then find the answers to the questions who, what, when, where and why/how. Read the story carefully, outline the main ideas and summarize. Recite the answers to the 5W's to test recall, and review.

Help students apply this method to other reading materials. (SQ3R is especially appropriate for textbook studying.)

Critical reading

■ This method involves simultaneous reading and evaluation. Critical readers read for high comprehension and understanding. They analyze for author's purpose, watch for propaganda and inaccuracies, evaluate what they've read and form educated opinions.

The best newspaper readers are those who read critically. This is especially important with letters to the editor, advertisements, editorial opinions and any other material which presents arguments and draws conclusions. (Even comic strips do this.) Train students to read newspapers and other reading materials critically and reflectively.

Remembering

■ Readers don't expect to remember 100 percent of what they read, but they do want to remember enough. Remembering what you read is easier if you read with purpose and understanding.

To help yourself remember what you read in the paper, develop an interest in the material. Get an overview of the whole story and try to visualize the details. Relate new ideas to what you already know and look for key words as clues and remembering. Apply this method to other reading materials.

Beginning readers

■ Cut out letters of the alphabet that spell your first and last name. Mount them on paper.

■ Clip the letters of your first name and paste them vertically on the left side of a sheet of paper. Find and clip other headline words that begin with each of the letters of your first name. Paste these next to the appropriate letters.

■ Look through the paper and cut out all the capital letters from A to Z. Then go back and clip all the corresponding lower case letters. Store these in an envelope or box for use with vocabulary lessons and word games. (Example: Students could use these letters to form words on a current spelling list.)

■ Look through the sports section for five words you can read. When you find them, cut them out and paste them on paper.

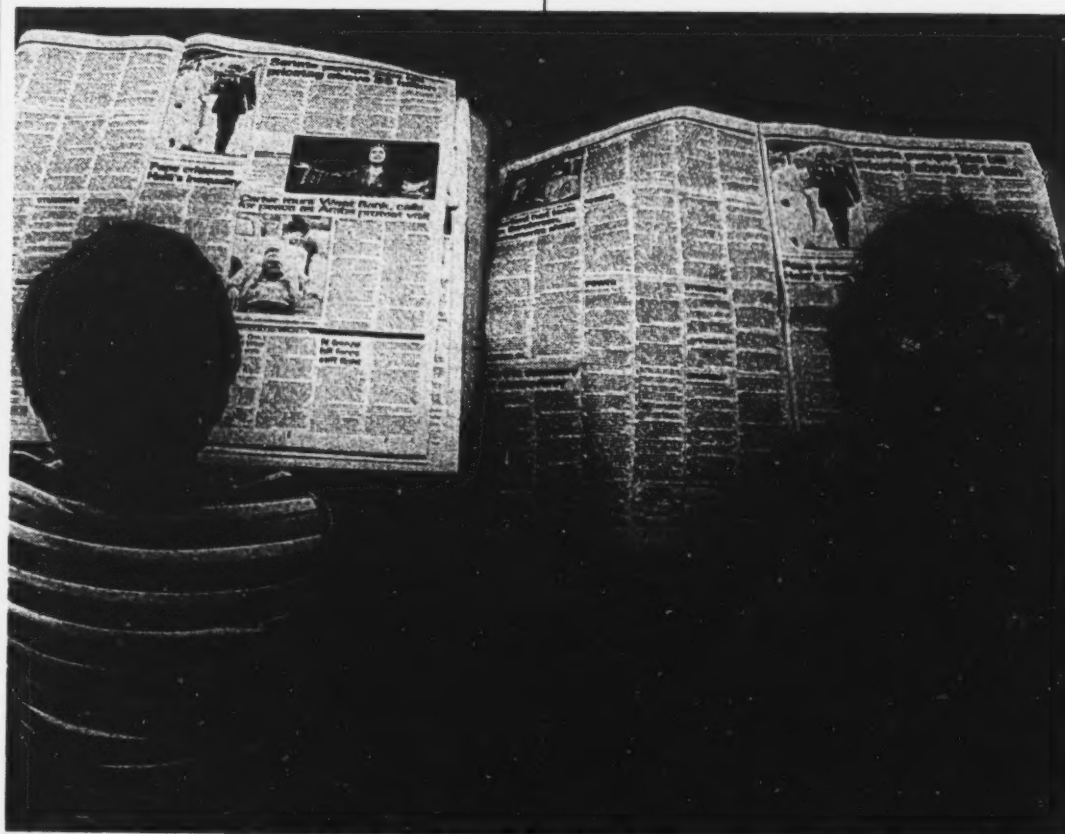
■ Look at all the headline words and identify which ones begin with capital letters.

■ Create an alphabet monster. Find and circle the letter "A" on a page of the newspaper. Then find and circle the letter "B." Draw a line to connect these two circles. Continue until you have found and connected all 26 letters. Then color in the configuration you've created. This is your monster. Give it a name and write or tell a story about it.

■ Clip 10 headline words and arrange them in alphabetical order.

■ Check the newspaper for simple phonetic words that students can sound out.

■ When studying consonant and vowel blends, look through headlines to see how many



words you can find to illustrate these blends.

- Have students look through the paper regularly for words they can read or sound out. Each time they find one, have them clip it and paste it on a long roll of paper so as their vocabulary increases so will their list.

- Clip a variety of headline words (verbs, nouns, etc.) and past them on cards. Have students combine the cards to form simple sentences. Or, make duplicate cards and see if students can match identical words (or opposites).

Headlines aren't the only tools that are able to be used with beginning readers. Here are activities that incorporate other newspaper elements.

- Find the date on the front page and read the day, month and year. Match it to those on a calendar in your room.

- Look through the grocery store ads and read the names of the foods you like.

- Clip three interesting photos and answer the following questions for each one: What do you see? What is happening? When and why did it happen? What do you think will happen next?

- Look at the front page. What is the name of the newspaper? How much does it cost? How many pictures and headlines are on the page? Can you find the writer on one of the stories?

- Construct Rhetus sentences using words, photos and illustrations clipped from the paper.

- Clip a set of photos and captions and see if students can correctly match them with pictures.

- Read comic strips aloud to reinforce left-to-right visual training.

- Organize a newspaper scavenger hunt related to reading skills.

- Scan the local section of the newspaper and identify names of people or places you know.

- Involve parents by having them read newspaper stories to their children at home, and then discuss what they have read.

Remedial readers

- The comic strips and the sports sections are high interest areas of the paper. Utilize these sections in particular to motivate students to read. Allow students to read about their favorite comic strip characters and teams. Create questions, worksheets, activities or lessons based on information in these sections. (Example: Which stories are about major league baseball standings? What are those standings?)

- The newspaper contains many graphics that can be used effectively with remedial readers. Charts, graphs, photos and illustrations such as the ones found in a.m. MAGAZINE can be very helpful for developing reading skills. Create worksheets and activities based on information in these newspaper components.

- The newspaper is ideal for functional

reading practice. Allow students to read articles that are of interest to them. Encourage and help them to read those articles that are on a slightly higher level.

- Examine the letters to the editor in today's newspaper. Above each letter write the topic (main idea).

- Have students read stories from the newspaper to each other or family members at home. Again, discussion allows room for reaction to what they are reading, and encourages students to express themselves verbally.

- Write your reactions to a given story. Write about what your feelings are after reading the story and about what the story means. Write about how the story might effect you, and then determine whether or not it was a good story.

- Use newspaper articles for oral reading, or even for choral reading in class. The material can be suited to the ability level and interests of the group with which you are working.

Silent reading

- Make newspapers an important and per-

manent part of the classroom library. There should always be several newspapers on hand for the child who finishes a test early, or who otherwise has free time.

- Work at making students familiar and comfortable with newspapers. There is something in each issue which will have appeal to every reader, but students have to find that out for themselves. Start by discussing the parts of the newspaper, how a newspaper operates and what articles students themselves like best. Use the comics and the sports pages for a few lessons, as both are particularly versatile in reading groups. (Find the consonant blends, action verbs and synonyms for win and lose on the sports page. Look for slang, symbolism, and emotions in the comics.)

- Allow students as much latitude as possible to use the stories of their own choice in carrying out an assignment. There are prefixes and suffixes, plurals and collective nouns on each page. But students will be most interested in those which appear in a story in which they have a natural interest.

SAT's

Every year more than a million high school students hoping for admission to college begin to prepare to take the Scholastic Aptitude Test (SAT). This standardized test is designed not only to measure a student's background in math and English but also his thinking and application abilities, and is used by most U.S. colleges as criteria for admission.

Knowing how to take the SAT is a skill that can be improved through training and can raise a test taker's score. Teachers of SAT prep courses know that such training hinges on teaching the students to think logically and intuitively and on increasing their general math and verbal knowledge. It also focuses on familiarizing the students with specific strategic approaches and techniques for taking this test.

Following are some related newspaper exercises (in the verbal area) for teachers of SAT classes. They are designed to help improve vocabulary, reading and critical thinking skills.

Vocabulary

- Reproduce a newspaper article, leaving every 10th word blank (or every fifth word to make it more challenging). Ask your students to supply appropriate words for those that are missing. Then compare the words with the original. How close did they come to the exact words that were missing? How many supplied suitable synonyms? How many supplied the correct parts of speech? Discuss how context clues help.

- For an exercise in antonyms, rewrite the weather forecast using antonyms for every word relating to weather (Examples: rainy for sunny, humid for dry, cloudy for clear, etc.)

- Skim the sports section of The Morning Call and list all the words sports writers use in place of "win" and "lose." Discuss the subtle differences between the words. (Studying subtle differences between words can help you with the verbal analogies of the SAT.)

- Skim headlines in The Morning Call and identify every prefix and suffix you can find. Explain how the meanings of the headlines would change if those syllables weren't there.

- Skim through one section of The Morning Call every day and circle all the words you do not know. Keep a notebook of all the new words, including their definitions. Before you go to a dictionary, use context clues to discover the meanings of these words.

- Complete newspaper crossword puzzles and keep a notebook of any new words you find. Or put the words to use at once by creating original crossword puzzles with them or by using them correctly in sentences or paragraphs.

- Collect samples of all the word puzzles that appear in The Morning Call. (Wonderword, Cryptoquotes, Word Game, etc.) Have contests with the students to see who can unscramble the most words, solve the most puzzles, etc.

- The Latin and Greek languages were major influences on the English vocabulary. Knowledge of common Latin and Greek root words can provide the key to puzzling words. Find a list of common Latin words. Then find words in the newspaper which contain any of these and practice explaining the meanings.

Reading comprehension

- Make two columns on a sheet of paper, labeling one "facts" and the other "opinion." Select an editorial and an advertisement from The Morning Call and list all the statements of fact and opinion in the appropriate columns.

- Cut apart the paragraphs of short news stories and distribute them to the students. Ask them to arrange the paragraphs in most logical sequence or in descending order of importance. This activity can also be completed with panels of comic strips.

- Organize a simple matching game for your students by clipping several articles and their headlines. Separate the headlines from the articles and ask the students to correctly match the headlines with the articles. Or, ask them to write their own headlines and compare them with the original.

- Have students skim The Morning Call to find answers to questions you have written on the chalkboard concerning articles in the paper.

- Read a news story and a feature story and list all the ways they are alike and different.

- Scan several news stories and find ones which contain:

- a. Reasons for and against a proposition.
- b. A series of causes and effects.
- c. Steps needed to carry out a project.

- Scan the news pages of the Morning Call and determine which statements are being made by the reporter and which he attributes, either directly or indirectly, to various other sources.

- Read a human interest story that centers on a person and identify all the words or phrases that imply something about the person's appearance and personality.

- Compare two editorials on the same subject from different newspapers and explain how the approaches and conclusions differ.

- Skim the entire newspaper and summarize orally or in writing the most important topics of the day.

- Analyze all the headlines on three pages of the newspaper and determine which are justified, sensational or inaccurate.

- Follow a news story on a subject that is receiving a great deal of coverage. Predict the most probable outcome, using the facts you've collected from the stories. Be sure you can justify your predictions.

Main Idea

■ Underline the sentences/phrases in a news story that convey the main idea of the article. Or read the article, put it aside and write the main idea in your own words.

■ Look at a photo on the front page of the Morning Call and write the main idea in your own words.

■ Practice finding the 5W's (who, what, when, where and why) in newspaper stories and ads.

■ Practice writing headlines for stories.

■ Read several news articles. When you've finished, assume the role of a telegraph operator whose job is to relay the news in as few words as possible. Write a 10-word telegram expressing the main idea of each article you read.

Critical thinking

■ Identify the American values reflected in newspaper ads, editorials, news stories and photographs. What things are considered important human needs? What is considered achievement?

■ Pretend you are visitors from another planet whose missions are to find out as much as possible about earthlings. All you can use is a

copy of the Morning Call's comic section. Make a list of all the generalizations a visitor might make about Earth based on the information in these strips. Identify which are accurate and which are misleading.

■ Look in the classified section and make a list of all the jobs that would have to be eliminated if people weren't allowed to use "human energy." Think of ways these jobs could be done.

■ Using a newspaper of today as a reference, imagine what the headlines will be in a newspaper printed 100 years from now. Will any of the news in today's paper still make headlines then? Will nuclear energy and the economy still be in the news? Predict which news items will still exist and what new issues or events will be important 100 years from now.

■ Technological changes can create new occupations and make others obsolete. Identify in the classified section jobs that were recently created. (Example: computer operators). Decide which ones will be obsolete by the year 2000 and which ones you think will be numerous.

■ Pretend you are in charge of preparing a time capsule that will be opened in 250 years. Cut from the newspaper items which would tell most about our lives today.

Speaking and Listening

The newspaper provides many opportunities for developing speaking and listening skills, as evidenced by the following activities.

■ Read an ad from the classified section to the class. Then ask several related questions to test students' comprehension. Example for a pet ad: a. What kind of pet was it? b. Where was it lost? c. What did it look like? d. Did the ad give the pet's name? e. If you find the pet, whom should you contact?

■ Each day select a student to be the weather reporter. Have this student check the weather report in the newspaper before school begins and report the predictions for the day during your classroom opening exercises.

■ Skim through the newspaper and select your favorite part. Then pair off and explain to each other why you picked the section you did.

■ For an exercise in impromptu speaking, clip, in advance, newspaper headlines and put them in a hat. Call on different students to draw a headline and deliver a two-three minute speech on the articles they think accompanied the headline. For instance, someone could have a lot of fun speaking about the headline, "Sudden Death Tires Twitty."

■ Ask several students to leave the room. Read a short article from the newspaper and then allow one person to return at a time to hear a summary of the article from a class member. Then have the first student invite another back into the room and relate his understanding of the summary. Continue until all students have returned. Reread the article to determine if or where accuracy in listening broke down.

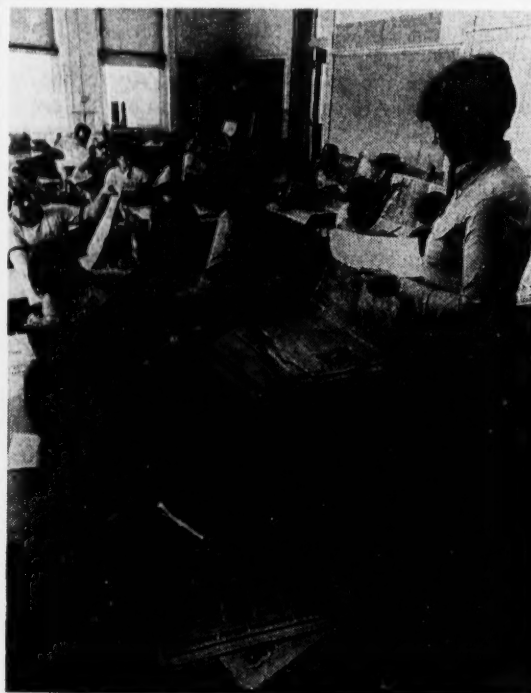
■ Divide the class into several small groups. Let each group choose a comic strip to dramatize. Allow time for practice and then let each group perform for the class.

■ Use the classified section of the newspaper to find an ad for interesting jobs. Stage job interviews with students pretending to be the employers and the applicants. "Bosses" should create a list of questions and the "applicants" can see how well they can "sell" themselves with their answers to the questions.

■ Write on the chalkboard words that you will omit from an article you read orally. Pause at the places where the words are missing and let the class determine the missing word.

■ Close your eyes and listen to the noises heard inside and outside the classroom. Now write a feature story about the classroom based on noises heard there. Chronicle the school year through the changes in classroom sounds.

■ During any professional play-off series (such as the Super Bowl), read *The Morning Call* each day and collect information on the performances of the players involved. At the end of the series, form a panel of students who discuss and document their selections for the "most



valuable player" award.

■ Clip a picture from the newspaper that interests you. Give each member of your class the opportunity to tell what is happening in their selected pictures and why it is particularly interesting.

■ Be ready to give an impromptu two-minute speech on any of the front page news items.

■ Read newspaper articles aloud and analyze them orally for objectivity, effectiveness, grammar and writing style.

■ Prepare a news broadcast based on information in the newspaper. Include summaries of topics like names in the news, famous personalities around the world, local, state and international events, weather and sports.

■ Prepare a panel discussion on a selected cartoon as to its humor, influence, or fairness. Discuss how comics teach a lesson, show a human weakness, or describe a realistic happening.

■ Divide the class into groups according to particular sports. Ask group members to use the newspaper to keep an account of the happenings in their particular sport during a week's period. Have each group make an oral presentation about the sport at the end of the week, in radio or TV reporter's style.

■ Listen to a news broadcast presentation by fellow students and evaluate the presentation. Discuss preparation, English usage, voice, poise, and interest in the subject.

■ Conduct a mock press conference with

someone in the news. Be sure to develop, in advance, questions that you would like to ask the individual.

■ Choose an ad for a new car or a home. Work with a partner to dramatize an interview with the salesman of either item. Rate the dramatizations to see which "salesmen" would probably have actually sold the car or home to the prospective buyer. List the words or phrases that were convincing.

■ Read the weather report. Write or dictate a descriptive paragraph about the weather of the day. Use titles such as: "Perfect Weather for a Picnic" or "A Sudden Shower." Your paragraph could be in poetic form. Share paragraphs with the class.

■ Organize a debate on a controversial subject in the newspaper.

■ Plan and conduct a daily newscast over

the school's intercommunications system.

■ Write and present a parody on a columnist, sports caster or a person in the news.

■ Old newspapers are always interesting to students. Many public libraries keep a collection of back-date newspapers, either bound or on microfilm. Examine such news items as a presidential speech, human interest story and a crime report as they appeared in turn-of-the-century newspapers. Compare writing style and treatment of these items with similar items in *The Morning Call*. Use this information as the basis of an oral report.

■ Ask several students to read aloud the same news story and use different voice intonations to achieve different effects. Notice and discuss how news can be "slanted" through voice interpretation.

Thinking skills

When they prepared their long-range plans for the 80's, many school districts included as one of their goals an emphasis on critical thinking skills. The districts reasoned that students who develop these skills will be better prepared to tackle new problems and situations brought on by our rapidly-changing society.

Because it contains real-life situations, the newspaper can be an excellent resource for developing critical thinking skills. Following are some activities which illustrate this.

- Use newspaper examples to support or challenge the statement: "The entertainment section of the paper reflects current American values."
- Clip the weather map and date from the paper at four different times of the year and match the maps with the appropriate dates.
- Read an article about a scientific discovery or technological improvement and describe possible good and bad effects that may be felt in society because of it.
- Determine the age and sex of a person who is writing to "Dear Abby." Be sure to cite specific clues you used to make your decisions.
- Redo the index of the front page so that it would be appealing to and easily understood by an eight-year-old. Redo it for a Harvard graduate.
- Study a comic strip and determine the age of the children and adults in the strip based on their actions, speech and physical characteristics.
- Rewrite a news story from the perspective of 20 years ago or 20 years from now.
- Take a set of statistics from the sports pages (example: a team's win/loss record) and express in word form the method of finding these figures.
- After finding a current event that deals with a contemporary problem, relate the present problem to a similar one faced by Americans in the past.
- Read the obituaries and calculate the percentage of men and women listed. Is there a 50/50 ratio of male deaths to that of females? What factors influenced this ratio?
- Select three unrelated photos from today's paper and use the information in them to write a front-page news story. Be sure to include a headline.
- Write a short story by using a person from the front page as the main character, a real estate ad as the setting and a situation in a comic strip as the plot. You may also use the classified ads for descriptions of household goods, furniture, etc.
- Construct a newspaper in which all the stories, ads and editorials are based on a major historical event like the Boston Tea Party or a well-known story like the "Three Little Pigs."

Critical thinking requires the upper cognitive levels of analysis, synthesis and evaluation. According to Benjamin Bloom and his famous taxonomy, specific behaviors are associated with each level. (Look in the Bloom's taxonomy chapter for a description of these behaviors.)

Following are some newspaper activities designed to help students use these levels in various subject areas. (Some of the activities incorporate several levels.)

Analysis

- Analyze advertisements for their effectiveness.
- Compare and contrast a news story, editorial cartoon and editorial written on the same subject.
- Separate newspaper articles into three categories which describe the actions of the President, Congress and the Supreme Court.
- Compare world cultures as portrayed in newspaper articles.
- Use newspaper information to determine the causes and effects of national unemployment.
- Find newspaper articles or photos which show how man has changed or controlled his environment.
- Determine the meaning of new words by their use in newspaper articles.
- Read your astrological forecast and determine its accuracy.

Synthesis

- Use the newspaper headlines of today to predict what the headlines will be in the paper 100 years from now. Which news items will still exist and what new issues or events will be important then?
- Follow the news stories about a major event and predict the outcome.
- Identify in the classifieds jobs that were recently created (example: computer technicians) and those that will be obsolete by the year 2000.
- Clip articles that deal with our economic situation and formulate a generalization about it.

Evaluation

- Study several different newspapers and conclude which one is the best. Be sure to justify your choice.
- Read a news story that deals with a decision made by a government official and prepare a sample letter to that person which challenges or supports his decision.
- Study the car advertisements and determine which dealer is offering the best buy.

Following are activities designed to develop decision-making skills.

Credit Card Buying

- Research and find out:
 - a. How many credit cards a person may own.

b. What the current interest charges are on the unpaid portion of a bill.

c. How a person obtains a credit card and how his credit limit is determined.

d. How much a merchant pays for allowing credit card shopping.

e. What government controls have been established in setting credit limits.

■ Read several articles on credit card shopping and answer the following questions:

a. What are the advantages of disadvantages of credit buying?

b. What problems could a person encounter if he doesn't have any credit cards?



c. What is a bank's advantage in promoting the credit card system?

d. How does credit buying help or hinder the economy?

e. Should there be any government controls on credit companies? What controls would you suggest? If none, explain why.

Unwed Mothers

■ Read several articles and case studies on unwed mothers. Based on these readings, make a list of the problems faced by them.

■ Think of problems that might explain why an unwed mother would give up her child for adoption. In spite of the problems, suggest reasons why some unwed mothers decide to keep their children.

■ Write a sample editorial in which you suggest that a woman be required to reach a specific age before being permitted to keep her child. What age would you prescribe? Be sure to include reasons to support your proposal.

■ Should the government introduce widespread birth control programs? What kinds of measures would you like to see implemented by the government?

■ If a mother's right to keep her child and her child's right to proper care and security are in conflict, whose rights should prevail?

Rights of the child

■ Locate articles about Chad Green, the 3-year-old boy whose parents fought legal battles over the use of Laetrile for the treatment of his leukemia. Use the information in the articles to prepare a persuasive essay in which you take a stand on the case. Be sure to answer the following questions in the essay.

a. Do you agree with the judge's decision to order Chad's chemotherapy resumed despite his parent's objections?

b. Define Laetrile, chemotherapy and leukemia. What test results are there to demonstrate the success rate of Laetrile in treating leukemia? What are the possible dangers of its use? Why is it banned by the U.S. Drug and Food Administration?

c. Were Chad's rights as a human infringed upon when his parents took him off chemotherapy?

d. Because children cannot make decisions for themselves, does the government have the right to protect them?

e. In this and similar situations, whose rights should prevail — those of your child or the parents? State your opinion in a letter to the editor.

Right to strike

■ Find as many articles as you can that deal with strikes, particularly those of public service employees. Then answer the following questions:

a. Should all individuals have the right to strike? Give specific reasons to support your answer.

b. List the occupations in your community that fall into the "public service" category. Should a strike by any of these groups be stopped? If so, who and what should be empowered to stop it? Under what condition would you stop a strike?

c. Would you permit a public service employee to strike for three days, 10 days or a month? Why?

d. If a person were prohibited from striking, of what rights would he be deprived?

■ Use newspaper information to create a chart which indicates where injurious effects could result if public service employees went on strike. List the following categories across the top of a sheet of paper: public health, public safety, senior citizens, students, personal freedom, lower income population, economy. Then write the names of the public service occupations down the left margin of the paper. Place a check under each category where you think harm would result if the given occupations were on strike.

Discrimination

■ Complete the following exercises:

a. Clip five articles about people who have ex-

perienced discrimination as a result of their age, race or sex.

b. Compile a file of articles about situations in our society that reveal discrimination.

c. Use information in the classifieds to make a list of jobs at which women do not traditionally work.

d. Analyze a number of advertisements and commercials for sex role stereotyping and sexual discrimination.

■ Use newspaper information pertaining to the status of women in today's society to answer the following questions:

a. List the kinds of changes that need to occur before men and women can be said to have full equality.

b. What actions can you recommend to reduce prejudice and sex role stereotyping?

c. How would your life be affected if women were to achieve full equality of opportunity with men?

■ Interview a number of women in business and industry and ask them to what extent their personality and emotional behavior help and hinder their careers. Then use this information to write a feature article on this subject.

■ Use newspaper information to debate the proposition that "before men change their attitudes, women have to change first."

Food additives

■ Locate canned and packaged foods in your home and list all the additives in them. What is the purpose of each? What are the potential harmful effects? If you discovered that there was a strong correlation between any of these chemicals and a health hazard, what would you do?

■ Read several articles on the harmful effects of food additives. Write an editorial explaining who should be held accountable for these effects and why.

■ Use information in related newspaper articles to help you answer the following questions:

a. Should consumers have the right to purchase additive-free food? Knowing that some additives are necessary to control potentially fatal diseases, should the government permit the marketing of additive-free foods?

b. What are the other advantages and disadvantages of using food additives? Which uses in your opinion are justified?

c. What quantity of food additives do Americans consume annually?

Writing



Teachers often search for ways to bridge the gap between writing in school and writing for the real world. With so much emphasis being placed on teaching writing in all content areas and on proving writing proficiency on competency tests, the need for relevant writing instruction is greater than ever.

The newspaper is particularly well-suited to meet this need. In addition to providing excellent models of different types of writing, the newspaper helps students to see the reading-writing connections and to see writing for a variety of audiences, purposes and circumstances.

The newspaper also offers students many opportunities to practice writing. Through newspaper content, teachers can not only improve students' writing techniques but also take them through some of the actual written transactions they'll experience throughout life.

Finally, use of the newspaper allows students to practice newspaper writing — an activity which can develop many skills. Newspaper writers must learn how to collect information, focus their writing, give it shape and order, strive for accuracy and brevity, clarify, write, rewrite and polish, and work within the constraints of time and space.

In short, use of the newspaper as a teaching tool allows students a chance to observe and

practice the entire gamut of writing. Following are newspaper activities designed to help improve their writing skills.

Persuasive writing

In effect, writing persuasive essays or reports is the same as writing editorials. Both serve the same purpose — persuading the reader to take action. Here are some related activities:

- Use the following as background information for a study of editorials.

- a. Editorials are statements of opinions, based on facts presented within its contents, on specific subjects.

- b. There are four types of editorials — those written to interpret, to influence or to entertain.

- c. Editorials generally have three parts — an introductory statement (which either tells the reader what the editorial is about and includes and includes the writer's viewpoint or states and idea, problem or issue), supporting data and a conclusion (which usually leaves the reader with a definite idea or calls for reader action).

- Use editorials as models for a study of argument formation.

- Read an editorial that is entertaining and identify the serious issue(s) it addresses.

- Determine what information in five editorials

als is fact and what is opinion.

- Read several editorials that are critical of a person or action and identify the words and methods used to persuade the reader.

- After you've analyzed editorials, use the information you've acquired to write your own editorial.

- Write an editorial about an issue reported in the news that is of concern to you. Be sure to take a position, supply support material and suggest reader action.

- Write an editorial which is designed to persuade your readers to take action about a specific school issue.

- Write an editorial which rebuts one with which you disagree.

- Divide the class into editorial staffs made up of three or four students. Have the groups read the paper for several days and identify a topic about which to write editorials. Have each group discuss the topic, the purposes of the editorial and the position(s) the group wants to take. Then have them read stories and conduct interviews and other research as needed before composing a first draft. After this is written, have students read each other's editorials and comment. Then have everyone rewrite the editorials. (Some students could be assigned to a "copy desk" to check grammar and style and to write headlines.) Finally, share the editorials or publish them in some form.

- Now that students have had practice in writing editorials, help them transfer the techniques to writing persuasive essays or reports.

- Persuasion is also a technique used in letters to the editor. Clip a letter with favorable opinions and one with unfavorable opinions and identify the persuasive words and phrases found in them. Discuss how the letters would change if these words weren't included. Or, write a sample letter to the editor, on an issue of your choice, that incorporates some of these words.

Although generally not written in paragraph form, advertisements are also an example of persuasive writing.

- Make a list of persuasive words or phrases in three display ads. If these words were not included, how would the ads change? What would be the effect on the reader?

- Analyze 10 display ads by identifying the products or services, the claims made in each and the target audiences. List the words and phrases which are associated with the claims, techniques and audiences.

- Scan the classified ads for your "dream car" and identify the words and phrases that represent the reasons why anyone would want to buy it. Create persuasive paragraphs with this data. Use the paragraphs as radio or television commercials.

Creative writing activities

- Clip headlines from stories and put them in a paper bag. Have each student pick one and write a story to go with it. Then compare the stories to the original ones.

- Read your horoscope from yesterday and rewrite it as it should have been based on events of that day.

- After studying wedding announcements in the paper, write imaginary announcements for two literary figures, two comic strip characters or two news personalities. See who comes up with the funniest announcement or the most unlikely couple.

- Turn news stories into short stories by adding details and fictionalizing. (The same thing can be done with information under a photograph.)

- Use newspaper obituaries as models to compose your own obituaries for five literary figures. Be sure to include personal achievements.

- Write the story "behind" a classified ad, like why an article is for sale, how a lost item was found or how a puppy became lost.

- Write mini-novels or short stories based on various newspaper elements. Example: Select two people on the front page as the main characters, a real estate ad in the classifieds as the setting and a horoscope prediction as the plot.

- Write sample letters to an advice columnist from the point of view of people in the news or of famous literary characters. Organize a student advisory committee to answer the letters.

- Remove captions from selected photographs and have students write stories based on the action in the photos.

- Select a photo of a person and identify the emotion(s) on the person's face. Then write descriptive paragraphs or stories about the experience which might have influenced the mood of the person in the photo.

- Use newspaper information as the basis for a limerick or poem.

- Haiku is a Japanese form of poetry that refers to nature, deals with a single subject, does not rhyme, never uses "I" and is three lines long. Use the weather report or any stories in paper that refer to weather as the subject of your own haiku.

- Rewrite fairy tales or well-known literary works in news story form.

- Clip the first paragraphs of several articles and give them to students. Ask them to write the rest of the story and compare to the originals.

- Interview another student and write a follow-up feature story about that person.

- Clip photos that you consider to be the funniest, best, worst and most unusual. Organize the pictures in some order so as to create a story with them. After you've written the stories, read them to the class.

Concise writing

- Summarize a front page story in one paragraph.

- Give students practice in deleting extra details by having them pretend to be copy editors, read selected feature stories and identify those sentences that are interesting but not essential to the message of the story. (This is not

to say that feature stories, by nature, contain unnecessary information. Be careful that students don't eliminate ideas that alter the story.)

Help students transfer this editing technique to their own writing. How much can they delete from a writing assignment because it is unnecessary information?

- To give students practice in arranging information, cut apart the paragraphs of a news story and ask students to put them back in order of descending importance. Then cut apart a recipe or any other article that gives instruction and ask students to arrange these in logical order. Finally, cut apart a story that lists events and ask students to arrange these in chronological order.

- Select a front page story and a feature story from the front of a.m. MAGAZINE and outline the possible processes that were involved in writing those stories. (Possibilities include gathering background information, formulating ideas, setting up interviews and preparing questions for them, taking notes, organizing information, writing and polishing.) Discuss how each step was critical to the final result. Apply these techniques to your own writing assignments.

- Compare with students the processes involved in gathering information for the newspaper to those involved in class reports and other school writing assignments. How many similarities can you find?

- Give students practice in following a specific process by asking them to write a story based on personalities covered on the front page. Instruct them to use a real estate ad (from the classifieds) for the setting, the articles on B1 for graphic details and their horoscope prediction for the basic plot.

When they're finished writing their first drafts, have them exchange papers for comments and proofreading. Allow them time to polish a final draft.

- Prepare news releases or stories on a theme or idea that you're covering in class.

- Write a feature story or character sketch based on an interesting or famous person or group you've studied.

- Writing reviews is a good way to develop personal flavor in your writing. Pretend you're a critic and write reviews of a book, article, record, television program or film that is associated with current class work. Use newspaper reviews as models.

- Write, in news story form, an article about a significant event related to your subject area.

- Gain practice in establishing your own voice by writing a persuasive report or an editorial on an issue related to your course of study. Be sure to include personal opinions, support material and observations.

- Produce a class newspaper composed entirely of student writing on a current topic of study. (Examples: Literature students could produce a paper that could have appeared the day after Romeo and Juliet's bodies were found. History students could prepare one related to the

time of the Boston Tea Party.) Be sure that the papers contain samples of each type of information found in a typical newspaper, like editorials, ads, comics and sports, and that all content is related to the topic.

Younger students could create just the front page.

- Write, in news story form, the plot, message or theme of a book, article or report you've read as part of your class.

- Write a story based on an uncaptioned photo.

- Select a single event in history, science or literature and write a straight news account of it, a feature story with a human interest angle and a letter to the editor or an editorial based on it.

- Clip one item from the classified or display ads that you would really like to have and write a fictional story about it.

- Clip about 50 headlines and put them in a paper bag. Ask each student to pick one and write a story based on it. (Content area teachers could select headlines related to a current course of study.)

- Gain practice in writing comparisons by clipping any two items from the paper (two photos, two coats from clothing ads, two styles of type, etc.) and comparing them in writing.

- Rewrite headlines, using alliterative phrases only.

- Write headlines for what you think will be important issues and news events 100 years from now. Discuss your choices. Then use one of the headlines as the basis of a short story.

- Write stories or poems based on the weather report of a specific day.

- Write a "Cheers and Jeers" column for which you select, from the newspaper, five positive events and five negative ones and comment on each.

Sustained writing

- Educators recommend that students write each day in response to their experiences, reading or fantasies. Perhaps newspapers are best suited to stimulating the flow of ideas needed to generate this writing. Let students write their reactions to a particular story. Since this is to be upgraded writing, students will be free to let their ideas flow with as little restraint as possible.

- Compare the works of students who have written in reaction to the same story. Let them discuss the similarities and differences in their reactions.

- Play copy editor and polish one selected piece of your writing well enough that it can be hung on the classroom wall.

- Learn how to write by analyzing what makes good news writing, feature writing, sports writing and opinion (editorial) writing. Discuss the various techniques newspaper writers use and prepare some newspaper-style entries for your own journals.

- Write a "news" story about some event in the school which may never get into the local

newspaper.

■ Invite a writer from the local newspaper to speak to the class about how he recognizes news, gathers information, writes his story and polishes the finished product. Students seldom stop to think even professional writers go to that much trouble and have to follow the same steps they do.

■ Refine writing skills by allowing students to edit newspaper copy. Have them check for misspellings, poor grammar and any other errors. Have students write their own corrected version.

■ Let students pretend they are reporters. You be the police chief, fire chief or other source of a news story. Provide some basic facts. Allow students to question you about other facts they feel are necessary to the story. Then have each student write his own story. Compare the finished products to determine who best used the

most important details, got all the facts straight, and wrote in the clearest and most concise manner.

■ Children don't like to read about tragedies. Have the class read about whatever tragedy is happening somewhere in the world, and rewrite it as a happy story. Let them add whatever details they need to make it happy. All passengers may escape injury in a plane crash through the help of Wonder Woman, or an earthquake can be prevented by Superman. Let them use whatever they want.

■ Use photos and stories in the newspaper as jumping-off points for writing. Have students write their own captions for a photo, or their own ending for an otherwise complete story. Or write a "what if" story. Change one crucial detail and write how that would have changed the outcome.

**THE
MORNING
CALL**

MATH



**Newspapers:
Good "news"
for today's
teachers**

From an educational standpoint, newspapers work exceptionally well as instructional tools. Newspapers provide "real-life" referents for teaching concepts. They are wise be abstract concepts. They are up-to-date, motivational and practical. Students who read newspapers learn to sharpen life skills, develop reading, writing, speaking and listening abilities, examine

and use information presented in charts, pictures and words, gain information needed to make career decisions, and develop critical thinking skills. The list is endless. Newspapers provide students with the skills and information that are essential keys to productive adult lives. Isn't that what teaching is all about?

Averages and percents

Newspaper information relates the principles of mathematics to the realities of life. Through newspaper activities, teachers can take their students through many of the financial and mathematical transactions they will experience after graduation, like determining average costs of homes, cars, or food. Newspaper activities also help students gain an appreciation for the role of math in society.

■ Determine the percentage of increases in prices by comparing items advertised in today's paper with those in a past paper.

■ Find the batting averages of several of your favorite baseball players. List the averages in decreasing order. Or make a graph of the averages. What is the point difference the best and worst averages?

■ Find department or furniture store ads and pick an item that is on sale with a certain percentage off. Calculate the original price of the item.

■ Find the average salary for a type of job (clerical, business, etc.) listed in the classified section of The Morning Call. Determine the average yearly income from this job. Also figure the monthly, weekly and daily salary.

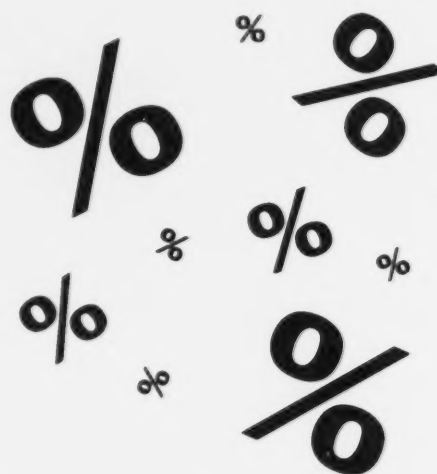
■ Use information in the classified listings to compute the average cost of renting a two-bedroom apartment for one year.

■ Use the car ads to figure the average cost of a car today. What is the average finance charge?

■ Use the weather report in The Morning Call to find the average high and low tempera-

tures among the cities listed. What is the range? Which city recorded the median temperature for the day? What temperature is the mode?

■ Use the television grid to determine how much television time is devoted to education as opposed to entertainment. Add up the number of hours in one grid that each station spends on such categories as news, sports, comedy, children's educational, movies, variety, etc. Then compute the percentage of total TV program-



ming time each category takes. Do this daily for two weeks and compare the results.

■ On one given day, compute the median age of death, the mode age of death, the average age of death for men and the average age of death for women.

■ Use information in the Morning Call classifieds to calculate the average cost per acre of a piece of land in a rural area.

■ Compute the area of the advertisements on one page of the newspaper. What percentage of the page is used for advertisements?

■ Use the sports pages of The Morning Call to figure the percentage of:

1. Shots attempted and made by a favorite basketball player.
2. Hits made by a baseball player.
3. Race cars that completed the race.
4. Wins and losses of favorite teams.

■ Use the classified section to determine the average price of the homes.

■ Figure how much of the total space in the newspaper is devoted to advertising, news, sports, features and pictures.

Charts, graphs and shapes

A wide variety of charts, graphs, lines and shapes appear in the newspaper everyday. Likewise, the newspaper contains a wide range of information that can be converted to chart or graph form. It also offers various subjects for chart and graph studies.

- Use colored pencils to identify and outline geometric forms in Morning Call ads and photos.

- Categorize the shows listed in today's TV grid into following: religious, educational, humorous, sports or informative. Calculate the fractional part of the total TV schedule occupied by each type of show. Construct a circle graph to illustrate this.

- Clip pictures from the newspaper that illustrate different types of lines (parallel, perpendicular and skew).

- Find examples in the newspaper that illustrate different types of angles (right, acute, obtuse and straight.)

- Graphs can show day-to-day number relationships at a glance. To understand this, graph the fluctuations in the stock market. Choose a stock from The Morning Call listings and use an imaginary \$100 to buy shares in it. Now graph the daily losses or gains in your shares. Which stocks remained steady? Which gained or lost? Were any erratic?

- Another way you can learn about graphic comparison is by charting daily high and low temperatures. Make line graphs showing in different colors the daily high and low temperatures. Use a third color to graph the average dai-

ly temperatures. Do your graphs show that averages fall exactly in the middle between the highs and the lows?

- Why are newspapers printed in rectangular shape? Try to redesign the front page of your newspaper in the shape of a circle, a triangle, a parallelogram or a rhombus. Each shape should contain approximately the same area as the regular newspaper page. Which shape works the best? Which are aesthetically pleasing?

- Use Morning Call display advertisements as models to write your own advertisements promoting geometrical shapes. Illustrate them artistically, describe the shapes in words, give facts about them and tell how and why they are used. Persuade readers to "buy" one of your shapes.

- Construct bar graphs of your favorite teams won/loss records.

- Clip the weather reports from The Morning Call for one week. Then determine the average temperature in one specific area of the world. Find the average temperature of a city in the United States for a week. Find the average temperature of your city. Create a graph of your findings.

- Look through the obituary column in the newspaper and find the average age of death for one day. Keep a record of your findings for a week and graph your results.

- Clip charts and graphs found in The Morning Call for classroom study and related assignments.

Computations

Numbers in advertisements, sports scores and news articles lend themselves well to lessons in addition, subtractions, multiplication and division. Teachers can use these and other figures found in the newspaper to make up their own computations and math problems.

■ Find and cut 10 coupons from the paper, and arrange them in sequential order according to their value. (The value is determined by the amounts of savings each coupon offers customers.)

■ Identify the highest and lowest temperatures listed on the map and subtract the difference between the two.

■ Find and circle in the newspaper 10 whole numbers, each of which contains the digit eight. Then identify the value of the eight (units, tens, hundreds or thousands, etc.) in each whole number. (Example: In the number 682, eight means eight tens or 80.)

■ Pretend that there is a special coupon with your name on it attached to your newspaper. The coupon gives $\frac{1}{4}$ off the price of any five items advertised in today's newspaper. Select any five items you would like to buy. List those items on a sheet of paper and their costs.

How much will one item cost when you use the coupon?

How much did you save on each item by using the coupon? (Answer in dollars and cents.)

■ Pretend you just won a \$1,250 gift certificate which can be spent only on items advertised in today's Morning Call. Look through these items and list your "purchases" on paper. Subtract on paper the costs of each item from the certificate balance. Spend as close to \$1,250 as possible — no refunds on unspent money are allowed.

■ Clip the weather section from your newspaper and select 10 major cities. List each city's high and low temperature. Subtract each one to find how many degrees the temperature rose or fell in each city that day.

■ Select a newspaper article of interest concerning science, technology, business or home economics. Identify the role played by mathematics in the event described in the article.

■ Determine the commission you would make if you sold a car listed in the classified ad section and made 13% commission.

■ Use a car advertisement from the newspaper that gives the estimated miles per gallon. Determine the cost of driving from your city to another at the current price of gasoline per gallon.

■ Here is a drill in division. Find newspaper food advertisements in which items are featured at so much per pound. Figure out how much a customer would pay for half a pound, a quarter of a pound, per ounce and so on.

■ Select a stock and convert the high, low

and last price into dollars and cents.

■ Collect examples of sale advertisements that list sale and regular prices. Clip out the part of each advertisement that lists the old and new prices and paste them on a sheet of paper. Then subtract the sale prices from the higher prices and show your computations beside each example.

■ Look through the paper for five prices for a single article such as shoes or a coat or dress. List the prices and find the average cost of the item.

■ Read an article of interest in the newspaper and find the average number of words per sentence and paragraph not including the articles of a, an and and.

■ Check the entertainment ads for movies and rock concerts in the newspaper. Choose the place you would like to go. Figure how much it would cost you and a friend to attend one performance. How much would it cost to take your whole family?

■ Devise a math code. Assign each letter of the alphabet to a corresponding numeral. Then encode headlines by replacing each letter with a simple addition or subtraction problem whose solution is the same as the number of the replaced letter. (Example: The letter A is replaced by the number one. A math problem to replace

$$1 + 1 = 2$$

$$12 - 4 = 8$$

$$5 \times 5 = 25$$

$$15 \div 3 = 5$$

the letter could be 1+0 or 2-1.)

■ Choose from the classified section a job you would like. Compute the gross pay you would receive for one week of work. Figure your monthly and annual salary.

■ Select a movie advertised in the newspaper. Determine the approximate running time of the show by subtracting the starting time of the first performance from the starting time of the second performance.

■ Search for numbers that are divisible by 2, 3, 6, etc. Draw a circle around numbers divisible by 2, a square around numbers divisible by 3, etc.



■ **Search in The Morning Call** for examples of palindromes (a number that remains the same when written backwards, such as 656.) If you can't find a palindromic number, compute the palindrome of any number by reversing the digits and adding the numbers together. (For example, to find the palindrome of 369, add 963 to it. This gives 1,332 which is not a palindrome. Then add its reverse 2331 to it. This equals 3663 which is a palindrome.)

■ Refer to the Business section of the newspaper for the foreign exchange. Exchange \$500 in American money to each of the different types of foreign money listed in the column.

■ What is the sum of the page numbers in section D?

■ Use the sports page information to work math problems such as: figuring baseball team ratings for various leagues, understanding use of addition, subtraction and division to figure team ratings, compiling box scores-total number of hits, outs, runs, errors made in a game or series of games, devising basketball, football, golf or hockey ratings and scores.

■ Find pictures of people, buildings, and objects and write the number of the each on the

back of the picture.

■ Find advertisements for 10 items that cost between 50 cents and \$20. Determine which coins and bills you would use to pay for each item. Use the smallest number of coins and bills possible.

■ Store ads usually include the hours the store opens and closes daily. Clip out 10 such advertisements and calculate the number of hours each day each store is open.

■ Figure how much of the total space in the newspaper is devoted to advertising, news, sports, photos and comics.

■ How many points did each baseball, football or basketball team need to win its game? Find the the point difference for each game by subtracting the losing score from the winning score.

■ Find four score summary tables for baseball, football or basketball in the newspaper. Now convert the figures to base 2, base 5 and base 12. Also convert the numbers that represent individual scores, such as 1 for baseball, 1 and 2 for basketball and 1,2,3 and 6 for football.

■ We rarely use Roman numerals today, but what would have happened if the Arabic number system hadn't been invented? Choose a newspaper story that has in it numbers used in several different ways, such as dates, amounts, monetary units, and so on. Now rewrite the article, converting the numbers in it to Roman numerals.

■ Younger students can make up their own addition and subtraction drills from headlines. Cut out numbers from one to 25 from headlines in your newspaper. Now put half of the numbers in one shoebox and half in another shoebox. Choose a number from each box and add and subtract the two.

■ Cut out numbers from one to 10 from The Morning Call and place them in numerical order. Make two sets from the numbers you have cut out. Examples: Identify such sets as even numbers from 1 to 10 and odd numbers from 1 to 10, or numbers from 1 to 5 and numbers from 6 to 10, and so on.

■ If an airline advertisement is available, use information in it to calculate the average miles per hour the plane will travel.

■ Clip examples of all the multiples of 5 between 25 and 80.

Consumer math

Learning how to get the most out of money is an essential life skill, and one of the best materials which can help students acquire it is the newspaper. Because it contains relevant information on the state of the economy and the price of goods, the newspaper can be a most effective tool for creating informed consumers.

■ Find information in the paper that can help you finance your car. List two places that advertise special rates for financing new cars. What is the maximum amount of money you can borrow? How long do you have to pay it back? How much is the interest rate for each of these loans?

■ Plan a menu for a family of four for a week. You must plan for three meals a day and shop out of the grocery ads. Clip each item you buy and attach it to the day you will serve it. Pretend you have a weekly food budget of \$80 and stay within it.

■ Shop for six items under \$1.00. For each item, calculate the amount of change returned for a dollar bill?

■ Find food advertisements in the newspaper that state the price per pound. Determine the price for a two pounds and one half pound.

■ Estimate how much it would cost you to live alone for one year. Calculate and add up the following:

1. Cost of food — determine an average week's cost of food from grocery ads in the newspaper and multiply by 52.

2. Cost of lodging — determine from the classified ads the monthly rent for an apartment and multiply by 12.

3. Cost of clothing — determine from clothing ads in the newspaper.

4. Cost of entertainment — determine from movie ads, calendar listings, etc.

5. Miscellaneous — determine from news and feature stories and ads.

■ Identify and cut several ads from The Morning Call that offer credit terms. Determine the total amount paid for the product under the credit terms. For example, find your dream car in the classified ads. Pretend that you put \$1,000 down payment and finance the balance for three years at 15%. How much will you pay the bank? What will your monthly payments be?

■ Plan a trip! Pretend that you have \$2,000 to go anywhere you want. Skim the newspaper for advertisements on vacation areas and transportation. Make a list of your possible expenses, and budget your money for the trip.

■ Turn to the classified ad section of The Morning Call and look for ads offering a service such as a rug cleaning, painting, or carpentry. Check two ads for the same service and compare the quoted prices. Make a graph showing the quoted prices for these services in increasing order.



■ Pretend that you must buy enough food for your family for one day. You can spend \$15.27. Use Wednesday's food advertisements to determine what you will buy. How much will you spend? Do you have any money left? How much?

■ Locate the prices of houses in different sections of town by using a city map and a copy of the newspaper. Discuss reasons for the difference in prices.

■ Pretend you have an imaginary \$2 to "spend" on different kinds and cuts of meat advertised in Wednesday's Morning Call. List in ascending order the amount of each meat you can buy for \$2.

■ Clip and mount pictures and prices from grocery ads. Use them for a "pretend" store. "Buy" an article from the "grocer". Be sure you receive correct change.

■ How economically could you feed your classmates? Write on the blackboard the ingredients for a cook-out, giving measurements to feed one person. Calculate the amount needed for the entire class. Then "shop" in the newspaper for the least expensive prices for the ingredients and total your expenditures. Then divide the cost by the number in the class to find the price per student.

■ Find advertisements for products sold in two sizes. Use ratios to determine which size is more economical. (For example, 12-oz. cans of juice selling at three for 90¢ cost more than 8-oz. cans selling at five for 98¢: 3×12 (oz.): 90 cents; 5×8 (oz.): 98 cents.)

■ Find in the newspaper the most expensive



and the least expensive items advertised. What is the difference in price between the two? How many of the inexpensive items could be bought for the price of the expensive one?

■ Compare the costs of the same food items as listed in the grocery ads of different

stores.

■ Find examples of "two-for-a-price" advertisements and calculate the cost to the purchaser of a single item. What does he save by doing so? Chart the prices for purchase of one through 10 items.

■ Practice using coupons. See if you can find coupons in the Wednesday Morning Call for items on the lists you created in the previous activity. How much would you be able to save if the store at which you shop offers double coupon value?

■ Use food ads and newspaper recipes to plan nutritious and appealing menus within a given budget.

■ Select four food products and try to find, in food ads, the prices of comparable sizes in generic, house and name brands. Why does one brand cost more than another?

■ Figure the cost of furnishing an apartment, using furniture and appliance ads. Or, use the ads to estimate the total cost of all the appliances in your home.

■ To understand *depreciation*, turn to the used car ads in the classified section and choose a single automobile model. List the various prices being asked for this model. Then find in the car ads the price of that make of car if it were bought new today. Compute the percentage of depreciation.

■ Use grocery store ads to compare the costs of a single food item at a large chain store, an independent one, a small neighborhood store and a discount one. Discuss reasons for the differences in prices.

■ Clip several ads which offer credit terms. Then select from the display ads a product you would like to purchase and determine the total amount that would be paid for it under the credit terms.

■ Keep a file of important consumer information found in the newspaper.

Fractions, decimals, ratios

The newspaper provides an ever-changing, up-to-date textbook for math students. Daily it contains real-world numerical information that can be used to teach various mathematical concepts and computations. It records sports scores, stock values and prices of goods. Used as a supplement or a text, the newspaper can enrich the math curriculum in many ways.

■ Determine how much you would save on certain items by examining the regular and sale prices on certain items. What percent was saved?

■ Clip a recipe from the newspaper. Use in making problems to double the recipe, cut the recipe in half, or increase the recipe to serve 12.

■ Check birth announcements in the newspaper. Develop a chart of the number of male vs. female babies born.



■ Look through the paper and find the prices of five items. Now, pretend there was a sale where $\frac{1}{3}$ was taken off the first two articles, $\frac{1}{4}$ was taken off the third item, and $\frac{1}{2}$ off the fourth and fifth items. Compute the final prices and compare differences.

$$\frac{1}{3} = .33$$

$$\frac{3}{4} = .75$$

■ Find and circle seven fractions in The Morning Call. Then change the fractions to decimals. Box five decimals and change them to percents.

■ Make an imaginary trip with a car that averages 11 miles per gallon. Determine the traveling costs of gas at the price of 52 cents per gallon. (If the trip would involve lodging the costs could be determined and also the cost of the meals) Compare the cost of gas to a car which averages 30 miles per gallon.)

■ Determine the ratio of ads to news the local section of The Morning Call. Repeat using one page of any section.

■ Convert the mixed numbers used in stock listings to fractions.

■ Find the net change in three shares of stock by figuring the difference in their closing values yesterday and today. Use a + to indicate an increase and a - if it decreased.

■ Find the largest ad in the paper and calculate what fraction of the page it takes up.

■ What fractional part of the whole newspaper is one section?

■ Select an edition of The Morning Call and write down the total number of pages in it. What is 20% of the paper? What is $\frac{3}{4}$ of the paper? What percent of the total number of pages is section C?

Measurements

We use measurements in many ways in our daily lives. Following are newspaper activities that will challenge students' skills in dealing with measurements.

■ From carpet ads, select a covering suitable for your classroom. Measure and compute the area. Determine the total cost, including padding.

■ Locate a recipe in the newspaper. Use this to identify names of measuring utensils (cup, tablespoon, teaspoon) commonly used in cooking. Bring these utensils in for display. Prepare a simple recipe at school.

■ Calculate the surface area of the walls in your room. Assuming that one gallon of paint covers 400 square feet, determine the amount of paint you need. "Shop" for the paint in the newspaper ads to get the best buy for your money. What is the total cost of painting your room?

■ Choose three pictures or ads from the newspaper. Using a metric rule, figure the area of each ad in square centimeters. Then convert each into square millimeters and square meters.

■ Find a recipe in the newspaper. Clip and mount on a paper. Convert the English measures to metric units of measure.

■ Measure the length and width of the front page of *The Morning Call* to the nearest centimeter. Also count the number of columns across the page, the number of articles on the page, and the number of words and letters in a headline.

■ The *Morning Call* lists high and low temperatures for cities across the nation on the Fahrenheit scale. Convert these Fahrenheit temperatures to Centigrade.

■ Determine the perimeter of a newspaper page by adding together the four sides. Change the perimeter from centimeters to meters.

■ Measure the length of the largest headline on the front page. Determine the difference in height in centimeters between the capital and

lower case letters in the headline.

■ Football is a game that is discussed in terms of yardage gained as well as goals. Total the number of yards each player on your favorite team gained during one game. Convert the yardage to feet and inches in the English system and to meters, centimeters and millimeters in the metric system. Which system converts easier to smaller terms?

■ Use a ruler to determine the length and width of the front page. What is the area in square inches?

Now calculate the area of photos on a given page. Then block off all remaining space into different sized rectangles and calculate their areas. Total your calculations. Does your answer equal the area of the entire front page? Where could you have lost or gained some area?

■ Measure the total space of a newspaper page. Then calculate the size of a $\frac{3}{4}$, $\frac{1}{2}$, $\frac{1}{4}$ page ad. Find examples of each of these in *The Morning Call*.

■ Find words in the newspaper that show:

1. Concepts of size — *biggest, smallest, tallest, shortest, longest, short, small, average, above average, trial size, king-size.*

2. Concepts of location — *low, high, top, bottom, under, over, beside, near, far, below, above.*

3. Concepts of time — *six-week trip, last ten years, continuous growth, today, tomorrow, next week, this year.*

4. Concepts of quantity — *all, none, many, more, fewer, most, minimum, maximum.*

5. Concepts of value — *silk, worth a dime, 100% cashmere, full length, true weight, feather light, heavy quality.*

6. Concepts of money — *\$3.98 is almost \$4, 10% off is how much?, 3 for a \$1.00 means about 34 cents each.*

7. Concepts of relationship — *equal to, one-third as much, up \$3 million from last year.*

Money management

One of the things all students learn quickly is how to spend money. What they usually don't realize as quickly is how to spend it wisely. The newspaper can be a most effective tool for development of money management skills. Through newspaper advertisements and articles, teachers can actually take students through the many mathematical and financial transactions they'll experience after graduation. Using the newspaper with students will also give them practice in using a valuable source of information on money — one they're likely to use throughout their lives.

■ Put \$1,000 in an imaginary savings account. Skim the bank ads in the newspaper to determine which savings plan would be most profitable. Compute the interest on this money at the end of one year if the interest is compounded quarterly at $4\frac{1}{2}\%$.

■ Pretend you have just received an inheritance of \$10,000. Invest \$2,000 in five different stocks listed in The Morning Call. Watch the growth of your stock for two weeks. At the end of this time, figure which stock increased your original investment by the greatest amount.

■ If you had \$600 to buy a used car, what car advertised in the classified ads would you buy?

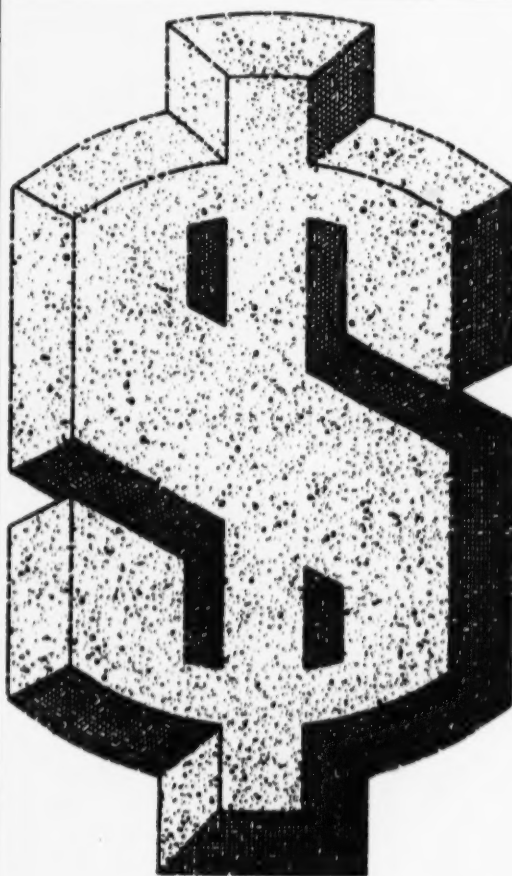
■ "Buy" a car listed in an ad and calculate the sales tax at 6%, cost of four tires (get the price of tires from ads) and the interest you would have to pay if you had no down payment. (Interest is 9%.) Also calculate the interest you would have pay if you had a \$500 down payment.

■ Go on a imaginary shopping trip by using the paper. If you had \$25 to spend, what would/ could you buy? What would you buy as a special gift for someone?

■ Pretend you have an imaginary \$500 to buy five stocks. Check off the five you would invest in. Then sell two of the stocks after two weeks and use the money you receive to buy two more stocks. Now follow your stocks for six weeks. Did you make a profit?

■ Practice drawing up a budget by constructing a chart of your current expenditures. Include four categories: income per week (allowance, earnings, gifts), fixed expenses each week (lunch, gas, school supplies), flexible expenses per week (hobbies, snacks, recreation and weekly savings. See how well you stay within this budget for a two month period.

■ Select from a hat or a fishbowl a card listing an annual income level (\$25,000, \$19,000) and another card describing a family to go with the income. (Example: mother, father, 2-year-old



daughter, 7-year-old son.) After you've made a list of wants and needs of each member of your "family," draw up a budget based on rents or mortgages and the costs of furniture, clothing, food, etc., as stated in ads. What percent of the budget represents necessities? How much is left over for luxuries? Does your salary allow you to provide for the wants as well as the needs of the family? Calculate the annual income you would need to earn in order to comfortably support your "family."

■ Scan the classifieds for a home you would like to buy and calculate its total cost if financed through a bank. (Use local bank ads to figure the interest rates.) What is the minimum monthly salary you would need to earn in order to meet your mortgage payments?

■ Teachers can set up real-life banking transactions by providing sample checks, savings accounts, statements, etc., for students. Establish a system that requires students to pay out money for goods and services and that allows them to earn money for deposits. (Teachers could, for example, have students pay "rent" for



their desks on the first of each month.) Have them use rates listed in the paper to calculate interest on their accounts.

■ After preparing a food shopping list for your family for a week, determine through examination of food ads the lowest price for which the list can be purchased.

■ Plan meals for a family of four for a full week using specials advertised in the paper. In

addition to preparing a menu for breakfast, lunch and dinner each day, estimate the cost for each meal and the total cost for the week.

■ After clipping several ads which offer credit terms, select two products you would like to purchase. Then determine the total amounts that would be paid for the items under the published credit terms.

■ Use newspaper information to plan three different evenings of entertainment in low, medium and high price ranges.

**THE
MORNING
CALL**

SCIENCE



**Newspapers:
Good "news"
for today's
teachers**

From an educational standpoint, newspapers work exceptionally well as instructional tools. Newspapers provide real-life referents for teaching what might otherwise be abstract concepts. They are up-to-date, motivational and practical.

Students who read newspapers learn to sharpen life skills, develop reading, writing, speaking and listening abilities, examine

and use information presented in charts, pictures and words. Gain information needed to make career decisions, and develop critical thinking skills.

The list is endless. Newspapers provide students with the skills and information that are essential keys to productive adult lives.

Isn't that what teaching is all about?

Elementary science

The newspaper is an ideal tool to use with younger students. Unlike most texts, newspapers can be clipped, folded and marked, which is helpful to children in primary grades. Youngsters can make scrapbooks of science topics they've clipped from the paper, or color in science-related items. Here are some other ideas.

- Clip from The Morning Call pictures of animals which you would see on a trip to the zoo. Paste them in a scrapbook and label each one.

- Cut out of today's newspaper every picture of an animal which you would like to have as a pet. Animals which make good pets are called "domestic" animals. Paste your pictures in a scrapbook. Compare these to the pictures in the scrapbook you created in the previous activity. Would any of these animals make good pets?

- Find an article in the paper which deals with the treatment of a disease or injury. Answer the following questions: Who is the patient? Who is the doctor in charge? Where is the treatment taking place? What is being done?

- Find a newspaper article about a news scientific discovery. What has been discovered? Who made the discovery?

- Find and clip pictures of flowers from The Morning Call and paste them in a scrapbook. Find out the name of each flower and label the picture.

- Using the front page only, make a list of as many weather words as you can find. Then open your newspaper to the weather reports. Make a list of as many different weather words as you can find.

- Make a list of words about outer space and space travel from The Morning Call. Look up the definition of any word you do not know the meaning of. Write the definition next to the word.

- Cut out any pictures of trees which are in today's paper. Put each picture in a scrapbook and label it.

- Find an article about outer space or space travel in today's paper. Draw a picture of what the article is about.

- Find a newspaper article about a crop (such as corn or wheat). Write a few sentences telling what the article says about the crop.

- List the names of as many different crops as you can find in the paper (Check the stock market pages.). Draw a picture of each one.

- Use the weather reports to list the high and low temperatures for five different cities across the nation.

- Find articles in the paper about either water or air pollution. Read them and pick out the names of pollutants which are mentioned in the story.



- Look through the paper for an article about a natural resource (coal, oil, etc.). What does the article have to say about it? If the article does not say what part of the world that resource come from, find out.

- Make a list of as many different fabrics you can find listed in the clothing ads of The Morning Call. Identify each as either man-made fiber, natural fiber or animal skin.

- There are many different climates in the world. Find three different stories on this topic. Write a paragraph about which climate you would like to live in.

- In the gardening section, look for any information about perennials. What perennials are mentioned? What did you learn about perennials that you did not know before?

- Find an article which deals with ecology. Read the article and react to it in a paragraph of your own.

- In the gardening section, look for any information about annuals. What annuals are mentioned? What did you learn about annuals that you did not know before?

- Read newspaper stories about damage caused by lightning. What can you do to be safe from lightning? Develop a list of DO's and DON'Ts for lightning safety.

- Advertisements use words which appeal to our senses. Study advertisements. Underline words which appeal to our senses. Label the particular sense being stimulated.

Energy

We live in a time of rapid scientific progress, and the newspaper carries the latest reports on these developments. Following are ways to utilize these reports for lessons in energy.

- Use newspaper information to make a list of the different types of fuels various furnaces use. Use newspaper information to determine which types of fuel are more and less expensive.

- Identify the following organizations, using information given about them in newspaper articles: *U.S. Department of Energy, Nuclear Regulatory Commission, Atomic Energy Commission, Organization of Petroleum Exporting Countries*. What are their acronyms or abbreviations?

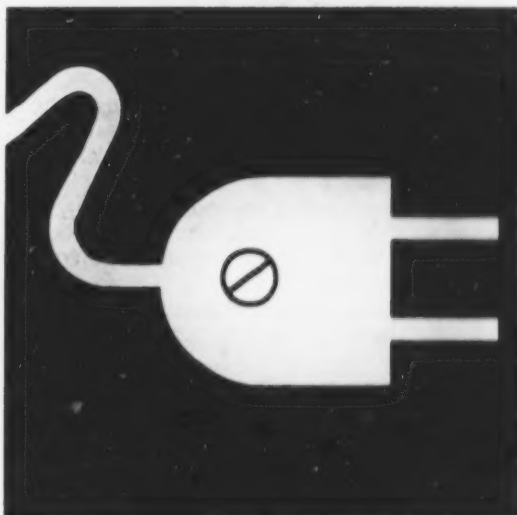
- Find comic strips that illustrate the dilemmas resulting from an energy problem.

- Find ads for energy saving products for the home and discuss how they save energy.

- Locate the following words in Morning Call articles and define them using context clues: *insulation, nuclear, conservation, resources, consumption, fossil fuels, embargo, crude*.

- Find editorial cartoons about the energy situation and decide who is to blame for it, according to the cartoon.

- Turn to the classified ad section and locate jobs that are in energy-related fields. Deter-



mine the training needed, working conditions and salary for each.

- Keep a file of stories on solar energy which appear in the Morning Call. Use the information in these articles to prepare a report on its pros and cons.

- Electrical energy has become necessary to man's existence. Circle 20 references in the Morning Call to items that depend on electricity in some way. What type of power does electricity provide for each item?

- Use newspaper articles to create a list of the forms of energy necessary to maintain modern American living. How do we obtain these? How is the energy crisis affecting our daily lives? Write a story about how it could change our future.

- Use Morning Call ads to create a list of the different types of home heating units we use (wood burning stoves, radiators, etc.) Compare the cost and features of each example and decide which is the most economical and which is the most efficient.

- Locate articles concerning the natural resources of our country. Such topics might include coal, oil, water or forestry. Arrange a display on natural resources for the entire school with information you've gathered from the newspaper.

General science

Arriving daily with the latest scientific news, the newspaper offers a practical approach to teaching students the information and skills they need in a time of rapid scientific progress. It contains articles about changes and discoveries in science that cannot be found in current textbooks. It also includes up-to-date information on the latest developments in the fields of medicine, nuclear research, space travel, nutrition and others. Through newspapers, students also become aware of the impact science has on our society.

- Create a "Scientific Firsts" notebook where newspaper articles on scientific discoveries are mounted and summarized.

- Collect pictures from newspaper ads of products not available thirty years ago. Identify at least one scientific advancement that made each product possible.

- Test your ability to make sound scientific guesses. Select a story from The Morning Call that is receiving regular coverage. Record observations and collect data from photos and paragraphs. Then predict three possible outcomes or solutions to the situation described in your story. Follow it until you do learn an outcome and compare it to yours.

- Study clothing ads. Classify the clothes advertised in them according to fiber they are made of. What components make up the clothes you're now wearing?

- Find as many pictures of flower and trees as you can in today's paper. Cut them out and paste them into a scrapbook. Be sure to label each one.

- Using Morning Call clippings, discuss how Newton's laws of motion and gravitation are involved in space flight and satellite orbiting.

- Collect items from the Morning Call which illustrate how machinery helps man do his work. How did man do his work before each item was invented?

- Examine the photos in the Morning Call under a magnifying glass. How are the various tones of gray produced?

- All living things depend on each other in some way. Collect Morning Call articles which illustrate this interdependence. (e.g. animals provide for man's food.)

- Watch for articles on endangered species and report on factors which upset their natural population balance. Write a sample editorial calling for protection of these animals.

- Collect articles, photos and advertisements of improved methods, instruments and chemicals for such things as heating homes, cooling homes, painting homes, caring for lawns or flowers.

- Be alert for article that can be tested in classroom experiments. For example: increasing plant development and growth with music.

- Read an article about a local park or other outdoor area. Write about the plants which might



grow there. What types of plants are these and which are the best plants to grow in your area of the state?

- Look in The Morning Call for pictures of things that should be used with caution. Clip pictures and/or stories about such things as scissors, knives, ropes, chemistry sets, power mowers, bow and arrows, guns, disinfectants and cleansers. Mount these on the bulletin board or place them in a scrapbook for further study.

- When reading about space flights, make a list of all the words in the news stories which are unfamiliar to you. Look up the words in the dictionary and keep these definitions for future use in reading other stories about space travel.

- Look at advertisements in the newspaper for tires. Note the different kinds and qualities of tires and the different materials of which they are made, such as nylon, fiberglass, etc. Discuss the good and bad qualities of each kind of tire. Note on the map all the countries in the world where rubber can be found.

- Watch the newspaper for reports of science club activities such as bird watchers, rock collectors or astronomy. If you are interested in a club or topic, attend a meeting.

- To emphasize the contribution that science advancements make to daily living, skim through one section of the paper checking all the science-related articles you can find. Be prepared to discuss the articles in terms of the contributions made to daily living.

■ Look for articles in your newspaper about wildlife, and wildlife conservation. The sports section often has wildlife articles related to hunting and fishing. Start a wildlife scrapbook with articles you clip.

■ Watch The Morning Call for reports about earthquakes, volcanoes and tidal waves. Locate the area on a map. Keep a notebook of the scientific terms in the articles such as *seismograph*, *tremor*, *lava*, *fault*, *fissure* or *volcanic ash*.

■ Use the weather section in your newspaper for 10 days to keep track of the direction of

the prevailing winds in your area. Notice which direction the wind is usually blowing when it rains in your area.

■ Make a weather calendar and paste the symbols to denote the weather for each day, such as an umbrella for a rainy day — a sun for a bright day. Read the newspaper for tomorrow's weather forecast. Check to see if the forecast is accurate.

■ Collect pictures of various scientific phenomena. Cut and label: a lake, an ocean, a volcano, a mountain, a plateau, a river delta, a flood plain.

Safety

How can newspapers help in the study of health and safety?

Newspapers carry up-to-date columns on health and report the latest developments in the health field. The news and feature pages also include important safety-related information that can enrich science lessons.

- Prepare menus using the grocery advertisements. Using a given budget, what menus will you plan for a family of four for a week? Make sure to include as many nutritional foods as your budget will allow for a balanced menu.

- Prepare food menus using advertisements within a specified budget to obtain maximum nutritional values. Cut pictures from the newspaper or draw your own to make your "food chart" more attractive.

- Read the accident reports in the Morning Call and make a list of the types of accidents which occurred during the week. Discuss the causes and possible prevention of these accidents. Note any increases in accidents during holiday periods.

- The three forms of addiction commonly found are alcohol, drugs and nicotine. Clip and save articles about these addictions. How does one become addicted to something? Can addiction problems be cured?

- Use the grocery ads to select five things you would like to eat for dinner tonight. Then use a calorie chart to find out the calorie content of your dinner.



- The FDA safeguards the public from substandard food, drugs and medical devices. Watch for articles about the FDA. Use the information in them to prepare a report on the FDA. Cite examples of how it helps us.

- Collect articles about different kinds of pollution. What causes pollution? What effect does it have on people living around it? What modern techniques have been implemented to combat pollution.

- Clip newspaper articles about fires and make a list of fire safety rules. Which rule could have prevented the fire described in each article? Distinguish between fires that are helpful

and those that are destructive.

- Medical articles provide useful information about common ailments. Collect these articles and mount them in notebooks divided into sections like internal medicine, pediatrics, surgery, etc.

- Gather articles about children and safety. What kinds of accidents are children most of the victims? Analyze photos of children at play for potential safety hazards.

- Older students might enjoy making safety coloring books for the younger children in your school. Have older students clip articles about accidents that involve children. Then create a "do's and don'ts" booklet, using the clippings for the "don'ts" portion and drawing outline pictures to illustrate the alternative "do's."

- Someday you will face the problem of choosing the best health care insurance for yourself and your family. Bring to class newspaper advertisements for various health insurance plans. In classroom discussion, compare the programs, exploring loopholes and costs, as well as the more positive aspects of each policy. Watch for newspaper articles that tell about effective alternatives to health insurance, such as pre-paid medical plans or socialized medicine.

- Collect newspaper articles about accidents and illness. Paste them in a notebook. Discuss in class whether these could have been prevented, and how. For example: auto accidents, drownings, dog bites, poisoning, heart attacks, etc.

- As a class, compile the number and type of accidents reported during one week. Ask students how these tragedies could have been avoided.

- Poisoning from common household items continues to be a leading cause of accidental death among children. Clip newspaper advertisements of poisonous items that can be found in the home. Clip articles about poisoning and the dangers of tasting things that are not approved by adults. Appoint a committee to design a bulletin board display, using the newspaper advertisements and articles.

- It is important for young people to learn what to do during a natural disaster. Clip articles about natural disasters that occur in the United States. Be prepared to report on the types of injuries that imperil people caught in the midst of the disasters. How could these injuries be avoided? What does your community do to alert people to the dangers of natural disasters? What more could it do?

- Collect ads for items to be used with caution, such as knives, ropes, power mowers, cleansers, etc. Discuss the health hazards these materials could pose if used incorrectly.

- Collect newspaper articles and reports of home accidents. Then prepare a home safety bulletin board display of the clippings, listing appropriate home accident precautions.



■ The comics bring laughter to many of us, but often provide poor safety examples. Beetle Bailey would jump out of a window to avoid his commanding officer, and Bugs Bunny has executed many a dangerous scheme. Clip the cartoons and portray potentially dangerous situations and display them on posters entitled, "The Fun Stops After You're Hurt."

■ Clip newspaper reports of traffic accidents in which major injuries or fatalities occurred. Then create collages of these reports for posters with such slogans as "BUCKLE UP AND LIVE" or "BUCKLE UP AND SAVE A LIFE — YOURS."

■ Your community provides services that can mean the difference between life and death for the victim of accident, a fire, or a crime. Create a bulletin board display titled "IN AN EMERGENCY, DIAL . . ." Then clip articles about police, fire and ambulance services and the ways they respond to emergencies. Use large-print numbers from newspaper headlines to show the telephone numbers for each of the services.

■ Many communities hold immunization clinics to help protect citizens from contagious diseases such as measles, polio and influenza. Clip newspaper announcements of such clinics. Then divide the class into groups to work on such projects as a background report on the disease and its prevention, posters promoting the clinics, biographies of the scientists who did research on immunization against the disease, etc. Hold a class discussion on the importance of community health programs and their success in heading off epidemics in the past.

■ The first few minutes after the accident can mean life or death for the victim. As a drill in first aid, clip articles about recreational, traffic, home and industrial accidents. Mount each article on a separate piece of paper and write the first aid procedures to be followed for each victim. Describe each procedure step-by-step and tell why they chose each one.

■ Pretend you're an ad writer and safety is what you want to sell. Use newspaper ads as models to design an ad, directed to small children, which "sells" some aspect of safety. Clip photos and illustrations from the paper to use as art in your ad.

Weather

Nothing permeates our lives as completely as the weather. The weather determines how we dress, how we travel and how we plan our day. It can affect our wallets, our economy and even our national security.

Because it happens every day, because it's in the news and because it touches almost every part of our lives, weather is an important (and fascinating) subject for class study. Following are newspaper activities that are designed to introduce students to factors related to weather. The newspaper is an excellent resource for analyzing what weather is and what it does. The use of the newspaper for weather study also helps students develop skills like map analysis and data evaluation.

- Use information in the paper to prepare a list of vocabulary terms commonly used in weather reports, like *air masses*, *fronts*, *barometer*, *wind velocity* and *high pressure system*. See how many words you can define from their use in the text.

- Define and categorize other terms specific to extreme weather conditions, like *tidal wave* and *frostbite*.

- Look carefully at the detailed weather report in *The Morning Call* and identify the types of information given in that report.

- After constructing a calendar for this month, use *The Morning Call* weather report to record each day's predicted high and low temperatures and the actual temperatures. (The predicted high and low temperatures are listed un-



der "Today" in the top left area of the report. The previous day's high and low (actual temperatures) appear in the information under "The Lehigh Valley". Compare actual and predicted temperatures. At the end of the month, determine the warmest and coldest days.

- Use the national and international temperature listings to identify the coldest city in the country and in the world.

- Plot on a graph the high and low temperatures in your community for a one-week period.

- Air masses, fronts and high and low pressure systems are the atmospheric phenomena that causes weather. Use related newspaper information to study the movements of these major weather makers. How are they responsible for our weather?

- The map that appears in *The Morning Call* indicates where precipitation is expected to fall. It also gives the positions of various fronts (represented graphically by lines with triangular or semi-circular points) and high and low pressure systems. (The former is marked with an H in a black circle; the latter with an L). Look at this map on any given day and interpret the information on it. Where is precipitation expected? What fronts are moving across the nation? What types of weather are these fronts likely to cause in their respective areas?

- Follow the path of one of the fronts by plotting its location on two successive days. Determine how far the front moved in a 24-hour period. Assuming that the front behaves consistently, where will the front be on the third day? How will this new location affect temperatures in that area? (Confirm this with report in the next day's paper.)

- Clip 10 examples of how weather affects our lives. (Examples: a photo of a person whose clothing reflects the weather, a story about rain that cancelled a sports event, a blizzard that brought a city to a halt or winds that postponed the launch of a space shuttle).

- Weather's effects on our economy are reflected in advertisements. Find five examples, like air conditioner sales in hot weather or snow shovel ads in winter.

- Newspaper articles on weather often give comparative weather and climatological information. Use these stories and the daily weather report to review weather conditions around the world. What places are experiencing "bad" weather?

- Discuss the advantages and disadvantages of certain climates. (The climate of one area, for example, may affect the type of agriculture). Determine the pros and cons of climates in this respect.



■ Read this brief news story and answer the questions which follow it:

After 56 hours of confinement in her home due to the recent blizzard, Mrs. Jane Doe traveled over treacherous country roads to Blitzville today to buy basic staples while there was a lull in the storm. As she entered the Busy Bee grocery store to purchase milk for her 9-month-old twins, she passed her nearest neighbor leaving the store carrying three boxes of groceries. Mrs. Doe discovered that the store shelves were empty of bread and that there was no milk left.

1. What should she do?
2. What is your opinion of the store proprietor?
3. What is your opinion of the neighbor?
4. What is the proprietor's obligation in this situation?
5. What do the neighbor's actions tell about him as a person?
6. What is a good headline for this story?
7. Discuss letter of the law vs. spirit of the law. How does this concept apply here?

■ Use newspaper information to determine the areas where tornadoes usually occur, the location of shelters in those areas and the definition of tornado alert and a tornado warning. Or use the information to write a first-person account of the event.

■ Use the newspaper to research a local pollution problem. Discuss its causes, obvious effects, long-range environmental effects and possible controls. Use this information to simu-

late a court case between community leaders and the company/person(s) responsible for the problem. Or construct anti-pollution posters which express feelings about man's destruction of nature.

■ Find answers to the following:

1. Whom should you contact if you come across fallen wires after a disaster?
2. What should you do if you find injured people?
3. Whom should you contact if you became separated from your family as a result of the occurrence?
4. If you are outside of a building when a tornado, earthquake, flood or hurricane occurs, where should you seek shelter or how should you protect yourself?

■ Volcanoes and earthquakes are classified in order of increasing violence. Define these classifications. What kind of prediction and control does man have over these forces?

■ Determine the natural disasters that are likely to occur in your area.

■ Clip articles and photos which describe extreme weather conditions or which report a natural disaster and paste each on a sheet of paper. Then divide the bottom half of the paper into two columns. List in one column the possible dangers these conditions present (damage to crops, severe storms, etc), and, in the other, suggested precautions which should be considered.

■ Read accounts of floods, hurricanes and other storms and discuss ways we avoid epidemics and illness after such catastrophes.

■ The newspaper is an excellent resource for investigation of extreme weather conditions. Maintain a file of clippings related to tornadoes, blizzards, hurricanes and the like. Be sure to include with each entry a summary of the major facts.

■ Prepare a case study of a major disaster (a plane crash, flooding, etc.) that resulted from extreme weather conditions by clipping and studying articles and photos related to the incident. Use this information to list the major facts about the cause, the responsibility and reaction of the people or community involved and the problems and possible solutions arising from the event. Try to assess a general cost in terms of property damage, possible lawsuits and the like. Could any preventive measures been taken? Initiate a study of the probability of a similar tragedy occurring to you or your community.

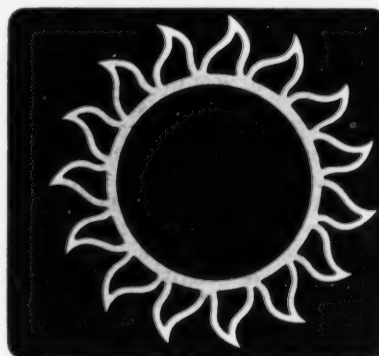
■ Clip 10 articles and photos which describe various weather conditions and paste each on the top half of a piece of paper. Divide the bottom half of each paper into two columns, labeling on "dangers" and the other "precautions." Fill in the columns accordingly.

■ Use related newspaper information to prepare a report on a particular problem caused by weather, like damage to crops or a water shortage.

■ Keep a file of newspaper clippings related to emergency procedures enacted in the aftermath of violent weather.

■ Pretend you're an ad writer and that weather-related safety is what you want to sell. Use newspaper ads as models to design an ad, directed to small children, which "sells" some aspect of safety and weather. Clip photos and illustrations from the paper to use as art in your ad.

The forces of nature have been one of man's greatest allies. They supply energy, help comfort and nurture those materials needed to produce man's basic necessities. The forces man has learned to harness from nature, such as fire and electrical energy, have also helped him develop and progress.



These same forces, however, have the power to turn on man and annihilate all that surrounds him. Fire, said to be man's greatest discovery, can become, in a given instant, a ruthless killer, as can water, a part of nature upon which man depends for living.

Those forces man has harnessed from nature also can, through his carelessness, turn on man. The energy he has taken for weapons, for instance, can cause his total destruction.

Disasters, natural or man-made, have shown us our responsibility to the fruits of Earth. Man cannot change nature's forces or limit their potential, but he can become educated to nature's natural functions and how to best live with them.

He also can assume responsibility for the power he has taken from the earth and prevent abuse.

The following activities are designed to create an awareness in students of the causes and effects of disasters and to emphasize the need for preventive planning.

■ The newspaper is an excellent resource for the investigation and analysis of disaster. Maintain a scrapbook of related clippings. Include next to each entry a summary of the major facts.

■ Define and categorize vocabulary terms specific to disasters (Example: fire — holocaust, smoldering, conflagration; hurricane — whirlwind, tidal wave). Develop crossword puzzles and other word games with these terms.

■ Prepare a case study of a major disaster by clipping and studying articles and photos related to the incident. Use this information to list the major facts about the cause, the responsibility and reaction of the community and the problems and possible solutions arising from the event. Assess the general costs in terms of property damage, replacement and rebuilding, possible lawsuits, insurance claims, etc. and initiate a study of the probability of a similar tragedy in your community. What preventive measures could be taken?

■ Use ads to develop a list of materials used to prevent fires and the clothing and equipment used to fight them.

■ Use newspaper information to prepare an in-depth report of a major flood. Areas to include in the report are causes, local damage, emer-

gency measures, government reactions, effects, clean-up and restoration, weather conditions prior to and following the flood and future preventive measures. Include your own opinions in the report.

■ Scan the newspaper for stories about areas of the world which are suffering from drought conditions, famine or starvation and use this information to create an advertisement that seeks aid for one of these regions.

■ Read articles relating to a plane disaster and determine the 5W's surrounding it. Chronicle the events leading up to the disaster, the events during and after it, the purpose of the trip, specific information about the site of the crash and the closest city for rescue purposes. Include in the log a map on which the route of the plane, including departure point, destination and the location of the disaster has been plotted. Use this information to present a dramatization of a live radio or television broadcast of the event. Include an interview with an "eyewitness."

■ Write sample editorials dealing with the responsibility and liability of a recent catastrophe and calling for prevention of future occurrences. Or write sample letters to the editor about the lack of responsibility of some group or person involved in the event.

■ Debate the issue of who decides who gets in a lifeboat after a disaster at sea. Or, play a re-creation of this situation and make decisions regarding duties and survival.

**THE
MORNING
CALL**

SOCIAL STUDIES



**Newspapers:
Good "news"
for today's
teachers**

From an educational standpoint, newspapers work exceptionally well as instructional tools. Newspapers provide "real-life" referents for teaching what might otherwise be abstract concepts. They are up-to-date, motivational and practical. Students who read newspapers learn to sharpen life skills, develop reading, writing, speaking and listening abilities, examine

and use information presented in charts, pictures and words, gain information needed to make career decisions, and develop critical thinking skills. The list is endless. Newspapers provide students with the skills and information that are essential keys to productive adult lives. Isn't that what teaching is all about?

Citizenship

For almost two centuries, one of the primary objectives of education in the United States has been the creation of a constructive, participatory citizenry. As early as the Northwest Ordinance, education was seen as essential to our government. The Ordinance allotted a certain portion of land in each township for education — "knowledge being necessary to good government and the happiness of mankind."

The creation of such a citizenry poses a tremendous challenge to teachers and schools. It is not easy to give young people the skills and experience necessary for "good citizenship." To be a good citizen, an individual must obtain information, analyze it, make choices given sometimes conflicting and limited information, and take action.

While several curricula provide suggestions, a curriculum that lends itself particularly well to teaching effective citizenship is one based on the daily newspaper. By simply studying news content, a student gains a great deal of basic information about citizenship. (For example, election coverage makes it obvious that Congressmen are elected, not appointed by the President).

The information provided in any American newspaper covers not only the basics but does so in a meaningful way. The basics are simply not a series of isolated facts: the information is set in a context of reality and connected to other events. These connections provide important linkages for a student to retain and use and come to him interestingly packaged.

Information without analysis, however, is not enough. Students must learn to use the information to generate questions of their own. The following activities are designed to provide teachers with concrete suggestions on how to use the newspaper to promote an effective citizenry and develop analytical skills.

- Find, cut and paste on paper an example of each of the following: the names of three government leaders, an Equal Opportunity Employer, two crime pictures and described, an ad for legal service, an article critical of some aspect of government, an example of a Constitutional right being exercised or challenged, an editorial, an article of world importance and a down stock.

- List the 5W's of important current events. At the end of a few days, hold a current events contest in which you ask other students questions based on their 5W's list.

- Look through the paper for an article which describes "a moral dilemma" — a situation in which right and wrong are not clearly obvious. (Example: a teacher's strike). List the major facts of the story, state the major issue and identify opposing points of view. Then "take a stand" on the issue by deciding which views

best express their opinions. Be sure to give supporting reasons for your stand.

- Read the following quote from Thomas Jefferson and find newspaper examples to support or challenge his view: "Were it me to decide whether we should have government without newspapers or newspapers without government I should not hesitate to choose the later."

- Pretend that freedom of the press no longer exists and the government controls our newspapers. Keeping this situation in mind, cut out articles that would not be allowed in a society without freedom of the press.

- Examine editorial cartoons to determine the issues they address and the messages they convey.

- Identify statements of fact and opinion in the newspaper.

- Launch an investigation of consumer problems by looking for related material in the newspaper and maintaining a categorized file of the clippings. When a sufficient amount of materials is filed, prepare two lists from the information gathered. Have one list give helpful tips to consumers (those that call attention to good tips) and the other giving "consumer beware" tips (those that protect consumers).

- Prepare a special report on a current controversial issue of your choosing at the world, national or local level. Look through newspapers to determine the issue you want to focus on and to acquire background information. Use primary and secondary sources in preparing your report and research it thoroughly. The final report should be concise, focusing equally on key points of both sides of the issue, key figures and organizations involved, historical background, present status and future outlooks.

- Use information in the newspaper to identify various crimes and their effects on the criminal, victims and society in general. What do you think are constructive punishments for the crimes, other than addition to a jail sentence? What might be some of the causes of these crimes? Determine the number of crimes reported in the week, the percentage that were violent and the average age of the criminal or suspects. What was the common weapon used? On the basis of this discussion, formulate a list of "common sense" rules which one can protect himself against crime.

- Use information in The Morning Call to compare problems of communities around the world.

- Write individual essays on what you think is the most crucial problem facing the world today. Be sure to include suggested solutions or alternatives to the problem.

- Use clippings from the newspaper to create a collage which defines "community."

Community studies

Past and current editions of your local newspaper are probably the most fruitful sources of information for a class study of local history. Editorials, news stories, cartoons, letters to the editor, business reports, sports stories and features reveal the temper of the time. Advertisements reflect lifestyles, technology, changes in clothes and food, and economic data. Facts about local customs, values and beliefs can also be derived from the paper's content.

Newspapers have distinct advantages as teaching "texts." Unlike other written records of your hometown, newspapers are updated on a daily basis. They contain the most recent information on the political, social and economic aspects of your community. Through their photographs and in-depth news stories, newspapers also allow students to experience first hand the local events that will compromise future history books. Because they contain real world material, newspapers also go a long way in helping students better understand the attitudes, conflicts, values and other intangibles that are part of community life.

General information

■ Familiarize yourself with the editorial pages of The Morning Call. Examine the issues discussed as well as the writing style. Pay particular attention to the opinions given about your community.

■ Examine Morning Call headlines to ac-



quaint yourself with the way they are written. Then think of some good news related to your community that you wish would really happen. Write five headlines for your "good news" stories.

■ The daily newspaper is the best visual display we have of our society and culture. It is a written record that reflects the "way we are." Scan one issue of The Morning Call and find examples which reflect these statements.

■ Collect as many community articles as you can, including those from old issues of the newspaper. Use this information to create a newspaper front page that relates the most important events in your community's history.

■ Secure a blank map of your community or draw your own. Note the location of local news stories in the B section of the Morning Call for two weeks. Indicate on your map where the stories took place. Where in your community did most of the events occur?

■ Frequently, a local story is of interest to people in other parts of the country. Select a story that originated in your community and paste it on a sheet of paper. Write your own news story describing why the story is of importance to people outside your community. Or, write a paragraph explaining the nation importance of your choice.

■ Assume that you write a weekly column called "In Case You Missed It." The column discusses the most significant events of the past week and provides a news summary for people who may not have read the paper or who may have missed some items. Write the column for several weeks in any style you wish, but be sure to include what you consider to be the most interesting story, the most humorous incident, the biggest blunder, etc.

■ Following are some blanket statements that may or may not be generally held beliefs in your community. Choose any two of them and collect information from the newspaper that proves or disproves the generalizations.

1. People in our community are the friendliest anywhere!
2. Quality of life is high in our community.
3. Our community is a great place to visit!
4. Our community is rich in tradition.
5. Our community has few problems.
6. People work hard to make our community better.

Or make up some blanket statements of your own and support them with information found in the newspaper.

■ Pretend that tomorrow's paper will carry news that an anonymous benefactor has left your community \$1 million. The money is to be spent on a community betterment project and not salaries or existing debts.

As "editor" of your newspaper, you would like to have some influence on how the money

will be spend. Mount a campaign related to how it could best be spent. Support your ideas with facts from the newspaper.

■ Crime is something that directly or indirectly affects all members of a community. Examine *The Morning Call* for a five-day period and note the type and frequency of criminal activities reported. Develop a chart or graph to illustrate community crime, or write a short report of your findings and use it to compare the incidence of crime your community with that in other communities.

■ It is assumed that the type of movies shown in a community reflects the entertainment values of community movie-goers. Examine the movie advertisements in *The Morning Call*. Classify the movies currently being shown in the following categories: war stories, westerns, comedies, dramas, mysteries, musicals and horrors. Determine which type is the most popular in your community. As a follow-up activity, compare the current movies with those shown in your community 10 years ago. What conclusions can you draw?

■ Senior or retired citizens often feel that their community does not have a desirable level of interest in their lives and well-being. Locate articles and advertisements in *The Morning Call* which support or refute this statement.

■ Look up the definition of *minority* in the dictionary and try to determine what ethnic and racial groups in your community could be classified as such. Then scan the newspaper for articles or other items related to minority groups.

■ Collect three newspaper items which illustrate or comment on situations involving conflicts in your community. Analyze one of them by using the following information.

1. Describe the conflict. What is the main problem?
2. What type of conflict is involved? (individual vs. group, group vs. group, etc.)
3. Identify the sides in the conflict.
4. How did it arise?
5. If the conflict is resolved, identify the outcome. If it isn't, suggest actions which you think should be taken toward its resolution. Which side do you think will win and why?

■ Transportation is important to the economic activity in your community. From any one issue of your newspaper, determine how much space (ads, news, etc.) is devoted to transportation. Identify the different forms of transportation that are available. What evidence is there in newspaper transportation advertisements that transportation needs are changing?

■ For most families, housing is the most expensive item in their budgets. Examine the classified advertisements in *The Morning Call* and identify the various kinds of housing for rent or sale. List price ranges and average price of each type. What specific characteristics are listed to attract buyers?

■ It has been said that the newspaper is the best visual display we have of our local commu-

nities. It is a written record that reflects the "way we are." Scan one issue of *The Morning Call* and find 10 examples which reflect these statements.

■ Prepare a collage of newspaper photos, illustrations and headline words that represent your image of your hometown. Or prepare one that illustrates a current community theme or issue.

■ Pretend that the president of the United States is planning to visit your town for a day. Plan his itinerary. Use the Calendar listings, the entertainment ads and local news pages to decide which people, places and events will be included in his visit. Then write a sample front page news story announcing the event.

■ Every community has its vocabulary of names, places, terms and events which tend to give it its own identity. After analyzing the paper for a few weeks, develop a hometown dictionary of at least 25 words. Give a brief definition of each item and list them in alphabetical order.

■ Use this dictionary and other newspaper information to create a crossword puzzle of the names of popular places, shopping areas, important people and major events about your city or town. The clues for the names in your puzzle should come from their use in the newspaper.

■ People from all walks of life make positive contributions to your community. Based on what you've read in the newspaper, select five "Citizens of the Month." Write brief nomination speeches for your candidates.

■ Weather has a great deal to do with the way people live, the products that are grown and the industries that are attracted to a particular city or town. To identify the weather of your area, chart the listings in the detailed weather reports for a week. Include high and low temperatures and precipitation. Repeat the activity at three other periods of the year and compile your results.

■ Tack a large map of your hometown on a bulletin board. Clip major local news stories and fasten them on the area of the map where the events took place. Update the map regularly.

Social scene

■ Use newspaper sections like the Calendar listings, the Nightlife column, movie ads and restaurant ads to make a list of activities that are available and of interest to you and your classmates. Include the cost of each one. Then use this list to prepare a general statement about the entertainment values in your town.

■ Social issues are a major topic of editorial cartoons. Examine the editorial cartoons for a short period of time and clip and discuss ones which express viewpoints about social issues. Then draw your own cartoon which expresses your opinion about a particular social issue in your town.

■ Sports are an important part of most communities. Read the sports section for a few days and determine the extent to which people in your town participate in sports events. What types of sports take place in your community?



■ People enjoy dining out occasionally. Examine the newspaper advertisements for places to eat in your community. Identify those that specialize in fast-foods and those that offer a full menu. Which ones belong to a chain or franchise? Determine the food preferences of people in your area by analyzing the kinds of foods that are advertised.

■ Use newspaper information to prepare a list of the social agencies and organizations in your town. Be sure to include the addresses, services provided and hours of business.

Local politics

■ Use Morning Call information to list local government officials and the positions they hold. Summarize in writing the services performed by these individuals and any major governmental actions taken by them.

■ Identify from newspaper content 10 examples of government regulations in your city or town. Discuss which ones you consider to be least and most important. Then write an essay in which you identify areas where you believe more control is needed. Be sure to support your opinions with examples from the paper.

■ Locate stories and cartoons in the Morning Call which express the view of local politicians. Identify the specific issues and each politician's viewpoints. Do you agree or disagree with these views?

■ Many individuals in your community are government employees. Scan The Morning Call and find as many examples as you can of the services provided by local government employees. Determine which services are provided by different levels of government. Are there any other

services which you think should be provided by your local government?

■ Use newspaper information to construct a chart of your town's government hierarchy.

Economic scene

■ Scarcity is a universal economic problem. Identify in the newspaper examples of decisions by individuals or government about the distribution of scarce resources. Determine what effects scarcity has on prices. List the goods and services you think are or will be in scarce supply and those which are not likely to become scarce.

■ Business advertising is usually designed to appeal to a specific group. Clip all the advertisements in one issue of your newspaper and classify them as follows: women, men, children, families, high income, low income, teenagers and people in different occupations. Where were these advertisements placed in the newspaper?

■ Examine the classified ads and identify the various kinds of housing for sale and rent in your community. Calculate the average price ranges for each type of housing.

■ Identify in newspaper ads several types of businesses in your town. Which of these have the greatest and least amount of competition? Why is there more competition in some areas than others?

■ Locate in the paper examples of how local tax money is spent in your town. On what is most of it spent?

■ The employment ads in the classified section give a good idea of the local job market. They also indicate changing job patterns. Examine these listings and identify the types of available jobs in your community. What are the quali-

fications and average salaries of these positions.

- Collect examples of editorial cartoons which illustrate economic issues and identify those issues that are relevant to your town.

- Identify from newspaper ads the types of financial institutions in your town and the services provided by each. Where would you invest your money and why?

- A community cannot produce all the goods it needs. Identify from newspaper advertisements 15 items for sale which were produced in other regions, states or countries. How dependent is your community on goods from other places?

- Identify any local corporations whose stock prices are reported in the newspaper. Describe what they produce and where they are located. Graph prices quoted for the stocks for a period of a week. If you had invested in any of these corporations, would you have made or lost money?

- Select from the newspaper an economic issue of concern to you and your community. Analyze it and use the following information:

State the problem or issue. Describe the situation as it is now (the real) and as it should be (the ideal).

Identify as many possible solutions to the problem as you can. Rank them in order of promise. What are the possible consequences of each alternative?

Select a solution which you believe is most worthwhile to implement. What resources will be necessary? How would you evaluate the success of your solution?

- Most communities have companies which produce goods for sale locally or in other parts of the world. Identify your community's three largest industries. Examine newspaper advertisements to determine if locally produced goods are advertised in the paper. How important are these industries to your community?

Final projects

- Collect current articles, photos and ads and use this information to create a newspaper front page that relates current important people and events in your town.

- Obtain a copy of a newspaper from a community that is approximately the same size as yours. After you have studied that paper and *The Morning Call*, list all the similarities and differences you find in the two. Then use this list to write a brief report of your findings.

- After reading the paper for several weeks, decide on one thing you think your town needs the most and "give it" as a gift to your town or to a person in it. In writing, describe the gift, the receiver and your reasons for giving it.

- Assume, for whatever reason, that your town has ceased to exist and you have been given the assignment to write its obituary. Limit it to 100 words and be sure to mention the town's contributions to its people, the state, the nation or world.

- If you were able to start your own organization in your town, what would be its purpose and who would belong?

- Use newspaper information to write an essay entitled "If I were mayor I would . . ."

Local history

- Scan old editions of the newspaper to find out when your school was built or renovated, whom it was named after, its cost, student enrollment at the time it was built and other similar facts. Use this information to compare what school was like then to what it is like now. How has it changed? For what reasons did it change?

- Newspapers can be invaluable for genealogical detective work. Use past editions of your newspaper to study your family tree. Look for birth announcements, weddings, obituaries, legal notices, land sales, court cases and notices of social events which contain the names of relatives or ancestors and use this information to compile a family album.

- Examine editorial cartoons from randomly selected newspapers that are more than 25 years old and find ones which dealt with local issues. What do they tell you about the climate of the times?

- Locate in back issues of your local paper special feature stories about life in your town. What do these articles tell you about the historical development in your community? Are any of the stories related to present-day circumstances?

- Examine advertisements from years past and compare them to present day ads. In a written report, discuss changing prices, technology, apparel, styles and culture. Do the old ads give you any information on the attitudes and values of the people of that time?

- The classified ads contain a wealth of information about contemporary affairs in a local community. Read the "help wanted" ads of 20 years ago. What types of jobs were available? What were the salary ranges and job qualifications?

Compare these to present-day employment ads. Have career trends changed? Were there any shifts in agricultural or industrial activity?

What do the personal classified ads tell you about changing mores and customs?

What do the classified ads in general tell you about the wants and needs of everyday life over the years? Give specific examples to show how these have changed.

- Use information in classified ads to compare in a written report current housing prices in your area with those of 20 years ago. Identify in the report any changes in availability of certain types of housing.

- Clip examples of articles and photos from past and current newspapers which illustrate growth in your community. What kinds of growth are evident? Is growth causing any problems in your community?

- Trends are general directions that particu-

lar things appear to be taking. Use past and current editions of your local paper to present an oral report on what the trend has been in your town in one of the following areas: *economics, population, entertainment, shopping and politics.*

■ Obtain a copy of *The Morning Call* published on the day you were born and copy of one published on your current birthday. Compare front page news, photos, advertisements and special features. Make a list of 15 things that have changed about your newspaper and your locale. Have any things stayed the same?

■ Locate in old newspapers photos of the main street of your town or city for 25 and 50 years ago. Note any changes, like paved streets, telephone poles and traffic.

■ Collect information from articles and photos in old newspapers and use it to construct a newspaper front page that relates major events and people in your town's history. Be sure to give your newspaper a name.

■ Examine past issues of your local paper and find evidence of businesses that have failed in your community. (Remember to check the business news section, advertisements for liquidation sales and the news stories.) Why did they fail?

■ Make a list of historic sites in your area and try to find information about them in past and current newspapers. Then select one and pretend it is scheduled for demolition for the sake of progress. Use the background information to write an editorial which supports the demolition of the site or one which calls for its preservation. Or organize a debate on this topic.

■ Select one topic of special interest to you (careers, fashion, juvenile delinquency, crime, re-



ligion, medicine, automobiles, etc.) and study past and current newspapers to see what has been said about it over the years in relation to your town or city. Use this information to prepare a report on the developments in this area. (The same activity can be done with a specific person or place in your community.)

Contemporary issues

Social studies is a field in which practitioners have paused to check direction. As a result, the curriculum has experienced new thrusts. An emphasis on the future is replacing an emphasis on the past, and social studies teachers are focusing attention on important public issues.

The newspaper can be a very effective tool for social studies teachers who are exploring contemporary issues. Public issues and reactions to them are reflected daily in its pages. Moreover, it contains relevant, "real world" material, which can motivate students.

■ When congress considers legislation, it holds hearings and invites experts to testify on the merits of the bill. You can take place in this lawmaking process by following newspaper reports of hearings and forming your own opinion on the legislation before the committee. Write individual letters to their Congressmen urging support or rejection of the bill and giving the reasons for your opinions.

■ Collect a notebook of newspaper articles on child care. Scan medical columns for information on childhood diseases as well as articles on the psychological development of children. Then pool the information to create a babysitter's guide. The guide might be distributed to interested students in other classes.

■ Most young people look for style instead of comfort and fit in shoes. Discuss the proper footwear for a variety of activities including hiking, climbing, dancing, running and bicycling. Then clip pictures from the newspaper of proper and improper styles of shoes for each of the activities. Ask a small committee of students to create a bulletin board display that shows the right and wrong shoe styles for the everyday activities of young people.



■ Statistics reveal that alcohol figures in somehow in more than half of the traffic accidents that occur in the United States today. Collect newspaper articles about automobile accidents and traffic citations. How many of the articles mention alcohol as a contributing factor? Watch for articles about alcoholism and organizations like Alcoholics Anonymous and combine them with the traffic accident reports to create a bulletin board display about the dangers of driving while intoxicated.

■ Until recently, venereal disease was a problem that was discussed only in whispers. Epidemics of VD finally brought the problem out into the open. Collect articles about VD and treatment clinics in your community, paying special attention to articles that explode the myths that still surround the diseases. Then have them prepare reports on one of the following: "VD: FACT AND MYTH," "VD TREATMENT IN OUR COMMUNITY" " VENEREAL DISEASE IN THE 20th CENTURY."

■ Gun control legislation is a time-worn subject of dispute among the lawmakers and politicians of our nation. Hold your own legislative hearings on gun control, using your newspaper for background material. Bring articles to school about proposed legislation for gun registration, accidents and crimes involving guns, and gun safety hints. Watch for advertisements — both classified and display — on gun sales.

■ Divide the class in half. Instruct one half to collect material from the newspaper that can be used to support gun control and the other half material that can be used to challenge it. Be sure the material is not limited to news stories. Have each group construct a display of the material and use it to make a presentation the pros and cons of this issue. Care should be taken so that a variety of opinions are represented.

■ Write an editorial which articulateds your view of gun control. (Use newspaper editorials as models.)

■ Use newspaper information to organize a debate that is based on one of the following statements:

1. Gun ownership is right.
2. America's preoccupation with owning guns is partially responsible for the increase of violent crimes in this country.
3. It's too easy to obtain weapons in the United States.
4. There should be a minimum prison sentence for persons who use handguns or other weapons in their crimes.

Students could also develop a written essay on one of these topics.

■ Begin with a discussion of prison in general. What should be the purposes of a prison? Should prisons be humane places? Should prisoners, who violated the rights of others, have any rights? Use newspaper clippings to illustrate some of these points.

■ After you have read and discussed articles on capital punishment, our prison system and other aspects of the judicial-penal system, make a list of the major issues involved in capital punishment. Which of the issues are moral issues?

■ Study the editorial page make a list of its contents (letters to the editor, editorial cartoons, etc.) For a class project, compose a replica of an editorial page which offers your viewpoints on capital punishment. Select some students to write editorials, some to draw editorial cartoons and so on. Or compose the page as it might appear the day before or the day after a controversial execution.

■ Use newspaper information to hold your own legislative hearings on gun control.

■ Heart disease is the leading cause of death in the United States. Watch for newspaper articles that offer preventative measures to follow to help avoid this killer. Watch for advertisements in the newspaper for items that doctors say contribute to heart disease, such as cigarettes, high-cholesterol food products, and so on. Can you find examples of other items that could indirectly lead the consumer to heart problems?

■ Use the "average salary" quotations to set up a personal budget, including amounts for food, furniture, clothing and housing. Check the ads to find the prices of these items. Compare, discuss and analyze from the "help wanted" classified ads such items as: the average salary today for specific home economic related jobs or the different jobs available for persons with more or less educational background.

■ The health food craze sweeping the country is reflected in newspaper advertising. List products that are billed as "organic," "pure," or "natural." Assign individual students the job of finding these products and recording the actual contents. With the aid of food charts, analyze the actual nutritional benefits. On the basis of this information, discuss the effect of substituting these products in a regular diet.

■ Teenagers are often interested in diets and how to lose or gain weight. Newspapers often carry articles on aspects of dieting such as overeating, empty calories, the relationship of obesity and overweight loss. Look for articles on dieting in the newspaper in preparation for a class discussion on the importance of good nutrition in teenage diets and proper dieting for weight loss or gain.

■ Students interested in the history of fashion will find back issues of the newspaper an excellent source of descriptions, pictures and sketches of clothing and accessories popular in the past. Assign each student a historical fashion period such as the turn of the century, the twenties, or the forties. Direct the students to write a report based on newspaper articles and pictures from the period. Your library or local historical society will have back issues of the newspaper bound or on microfilm for student research.

■ After you have clipped and examined newspaper advertisements, identify how advertisers portray male/female roles and relationships in each one. Do any of the ads contain stereotypes? Other than the message indicating the value of the product being advertised, what other subtle messages are being transmitted? Then redesign the ads so each one focuses solely on the value and usefulness of the product. Are the ads as effective?

■ Find articles and advertisements in newspapers of 10 and 20 years ago and discuss the portrayal of male/female roles. How do the stories and ads differ in content and tone from those in newspapers today?

■ Use newspaper information to compile a class list of situations in our society that reveal discrimination against women.

■ Scan the classified ads for jobs at which women traditionally do not work.

■ Read articles pertaining to the status of men and women in today's society and answer the following questions:

1. What are the different kinds of equality that should exist before men and women can be said to have full equality?

2. What actions can you recommend to reduce prejudice and stereotyping (in regards to male/female roles)?

3. How would your life be affected if women achieved full equality with men?

■ Organize a class debate that is based on this statement: "Before men change their attitudes about equality, women will have to change first." Use newspaper information to support your stands.

■ Collect and read, for a specified period of time, articles that deal with strikes, particularly those of public service employees. Then use the newspaper information to answer, in writing, one of the following questions:

1. Should all individuals have the right to strike? Give specific examples to support your answer.

2. List the occupations in your community that fall into the "public service" category. Should a strike by any of these groups be stopped? If so, who and what should be empowered to stop it? Under what condition would you stop a strike?

3. If a person (or group) were prohibited from striking, of what rights would he be deprived?

■ Create a chart which indicates where injurious effects could result if public service employees went on strike. List the following categories across the top of the chart: public health, public safety, senior citizens, students, personal freedom, lower income population and economy. Then write the names of public service occupations down the left margin and place a check under each category where you think harm would result if members of the given occupations went on strike.

■ The newspaper contains a wealth of infor-



mation on a wide range of public issues. Start a file of newspaper information for each of the following issues. The files can be used for various school assignments.

1. Conservation and environmental quality.
2. Nuclear war/arms.
3. The changing structure of the American family.
4. Foreign policy.
5. Welfare.
6. Moral issues like abortion, euthanasia, genetic engineering, organ transplants and population control.

■ Each week, clip and arrange on a large world map headlines which refer to specific places. Are any of these headlines related? Do any of them appear in multiple places of the world?

■ Show how history repeats itself by locating current issues that are extensions of past issues or that are identical to past issues in terms of background and outcome.

■ Identify the global connections that exist between local, state and national issues.

■ Clip for several weeks articles dealing with foreign policy issues. What is your opinion of current policies? Write editorials which state your viewpoints of specific policies. Be sure the editorials call for reader action.

■ Select a current legislative action dealing with foreign policy and project the effect on our own lives and communities if the legislation is passed.

Economics

"Heating and industrial costs soar."

"Stock market on defensive in face of high interest rates."

"Inflation on its way up!"

Headlines like these have made the state of our economy a major concern today. Feeling the effects of high interest rates and inflated prices, people everywhere are keeping a watchful eye on economic developments and their pocket-books.

Learning how to get the most for our money is an essential life skill, particularly in a fluctuating economy. The following activities will give students practice in the basic economics of everyday living.

- Define consumer and producer by using examples from the newspaper.

- Use newspaper examples to show how one can be a producer as well as a consumer. (Example: A jeweler is a producer of jewelry and a consumer of food.)

- Scan The Morning Call for items which illustrate the meaning of *supply*, *scarcity* and *demand*.

- Look in past and current editions of the paper at prices of heating oil and other fuels. Compare prices as far back as possible. Determine why the prices are higher or lower now. How do the terms *supply* and *demand* apply?

- Locate other articles which demonstrate the effects supply and demand have on costs.

- Read a front page news article and discuss the economic effects the news can cause.

(Example: A story about a teachers' strike could mean increased wages resulting in higher taxes.) Can all news be tied directly or indirectly to economics? Find examples to support or challenge this statement.

- Competition plays a major role in our free enterprise economic system. Identify in Morning Call ads five types of businesses in the community that have a great deal of competition and five that appear to have little competition. Explain reasons why there is more competition in some areas than there is in others. Keep a file of newspaper clippings that illustrate how businesses compete with each other.

- Assume you are about to open a business of your choice. List all the things you will need for your "grand opening." Select these things from the newspaper (primarily the advertising sections) and determine as best you can the total cost of setting up your business.

- Invest an imaginary \$1,000 in the stock of your choice, follow its progress for a week and record its progress on a graph. At the end of the week, determine who in your class made profits and who lost money. Did anyone make a killing?

- Find examples in the newspaper of items that are taxed and categorize them. (luxury tax, sales tax, etc.)

- Locate Morning Call examples of how tax money is spent in your community, in the state and in the nation.

- Select from the paper an economic issue of concern to you and analyze it by using the following information:

1. What is the problem or issue? Describe it



as it is now (the real) and as it should be (the ideal).

2. What are the possible solutions to the problem? List the possibilities in order of promise. What are some consequences of each alternative?

3. Select one solution which you consider the most worthwhile to implement. What resources would be necessary? How would you evaluate the success of this solution?

■ Use Morning Call articles to help define *production, capital resources, human resources and natural resources.*

■ Use newspaper information to compare, in a written report, current housing prices with those of 10 years ago. Be sure you identify and changes in availability of certain types of housing and why prices have changed. (This activity could also be done with food prices.)

■ Interpret editorial cartoons which illustrate economic issues. What is the message in each?

■ Scarcity is a universal economic problem. Identify in the newspaper examples of decisions by individuals or government about the distribution of scarce resources. Determine what effect scarcity has on prices. List the foods and services you think are or will be in scarce supply and those which are not likely to become scarce.

■ Business advertising is usually designed to appeal to a specific group. Clip all the advertisements in one issue of The Morning Call and classify them according to audience. (Examples: Women, men, children, high income, low income, teen-agers and people in different occupations.) Where were these advertisements placed in the newspaper?

■ Examine past issues of the newspaper to find evidence of businesses that have failed in your community. (Be sure to read the business news section, ads for liquidation sales and news stories.) Use these examples to compile a list of reasons why businesses fail.

■ Transportation is important to the economic activity in your community. From any one issue of The Morning Call, determine how much space (ads, news, etc.) is devoted to forms of transportation that are available. What evidence is there in newspaper transportation advertisements that transportation needs are changing?

■ Scan several issues of your newspaper and clip examples which illustrate growth in your community. What kinds of growth are evident? Is growth causing problems in your community?

■ The "help wanted" advertisements give a good idea of the job market. They also provide an indication of changing job patterns. After examining the classified advertisements in your newspaper, identify the types of available jobs. Select three that are of interest to you. What qualifications are needed? What salary can you expect? Compare current job openings with openings 10 years ago. What changes have you found?

■ Assume your community will receive



\$500,000. Identify from the newspaper three community needs that could be met by this money. How much would you allocate to each of them? Write a sample letter to the editor or editorial explaining your views on how it could be spent.

■ Find newspaper examples of specialization (e.g. a cheese shop, a microwave repair service). Then identify what you believe are three examples of specialization in the following business areas: food, clothing, household, transportation, home repair, appliance repair and other.

■ Identify from newspaper ads the types of financial institutions in your town and the services provided by each. Where would you invest your money and why?

■ A community cannot produce all the goods it needs. Identify from newspaper advertisements 15 items for sale which were produced in other regions, states or countries. How dependent is your community on goods from other places?

■ Identify any local corporations whose stock prices are reported in the newspaper. Describe what they produce and where they are located. Graph prices quoted for the stocks for a period of a week. If you had invested in any of these corporations, would you have made or lost money?

■ Most communities have companies which produce goods for sale locally or in other parts of the world. Identify your community's three largest industries. Examine newspaper advertisements to determine if locally produced goods are advertised in the paper. How important are these industries to your community?

■ Discuss how citizens can control expenditures of the government. Explain how *referendum, initiative and recall* apply.

■ Look in the classified ad section and find

at least two jobs that are for people who make goods and two for people who supply services.

■ Look at the coffee ads in past and current editions of *The Morning Call*. Compare prices as far back as possible. Why was the price of coffee high several years ago? How do the words *supply* and *scarcity* apply?

■ Use the newspaper as your sole resource for setting up, operating and staffing a jewelry factory. Use the financial section to determine the cost of gold and other metals necessary to make the industry operate. Use the classified ads to find all the jobs you would need to fill in your industry and the wages you will pay. When calculating your total expenses, don't forget to include mortgage on the plant, insurance, fuel, etc. Use the newspaper to locate your capital resources.

■ When all your expenses have been confirmed, try to calculate the price of the items you will sell. Then start to deal with the following types of problems:

1. Since the gold market is very changeable, what can you do to be sure you have enough gold and at a fairly consistent price? (large pur-

chases at low prices, investments, etc.)

2. Assume that a *Morning Call* article dealing with a labor dispute or strike has to do with your industry. Define the problems resulting from this and suggest possible solutions.

3. Assume your items sell very well and the demand is twice as much as you planned for production or are able to produce. What solutions can you suggest? (charge more for those already made and increase profit, increase production by increasing human resources, etc.)

4. Assume the other side of the above and you are not able to sell enough. What steps will you take? (improve or expand advertising, lower the price, etc.)

■ A study of economics through the newspaper is often best suited to the study of local government. Clip articles from *The Morning Call* which deal with taxes, bonds, valuation, assessment and revenues.

■ Find houses for sale in the classified section and figure the taxes based on 70% valuation with the purchase price as the assessment and the tax rate at 32.40.

Elections

Each year eligible citizens in the United States vote for government officials. Because it provides up-to-date information on numerous election-related topics, the newspaper is an ideal resource for a classroom study of elections. In addition to increasing student awareness of the candidates and issues of an election, on both national and local levels, newspapers help students develop a thorough understanding of the electoral process. Generating an interest in and understanding of elections may encourage young people to assume a more vital role in this fundamental procedure.

■ Clip and define election terms such as *absentee ballot*, *bipartisanship*, *constituents*, *referendum* and *ticket splitting*. See how many of these words you can define by using context clues.

■ Although our form of government is "of the people, by the people and for the people," not all the people can vote. Look in the newspaper and other sources for information about who can vote. Make a list of voter qualifications. Find out when, where and how people can register to vote in your community.

■ Check the newspaper for information about precincts and polling places. In what precinct do you live? Where is your polling place? What time does it open and close?

■ The Morning call publishes a ballot of candidates and offices to help citizens prepare for voting. Use these pages to determine which political party each candidate represents, which offices are not contested and which candidates are incumbents. What other information is provided?

■ Collect articles about the electoral processes in other countries and compare them to elections in the United States? After which country did our Founding Fathers model our voting process? What differences are there between the way we vote and the way European nations conduct elections?

■ How many examples can you find of nations that do not have the freedom to vote for public officials? Discuss what it would mean to you personally if you would not be allowed to vote when you attain legal age.

■ Polls are an important part of any election. Discuss how polls are used in a campaign. Clip articles about polls and letters to the editor that pertain to the presidential candidates and compile the results. What is the public's general opinion of these people? Repeat this activity with a local candidate.

■ Use information in newspaper articles to determine what qualifications a candidate should have in order to run for president, vice president, senator and U. S. representative. What duties and powers does the constitution set forth for these leaders? How long is their tenure? Research to find out why our founding fathers set up these qualifications, duties and terms of of-

VOTE!



fice.

Then write an essay which challenges or defends one of the following statements. Use newspaper information for background and support material.

1. A president should not be allowed to serve more than one term of office.

2. The election of a vice president should not be "automatically" part of the election of a president; that is, the citizens should be able to name their own candidates for this position and vote for them individually.

3. Age should be an important consideration in the selection of presidential and vice presidential candidates.

4. The president should be given the power to enact laws without the consent of Congress.

■ Scan old newspapers for information about past elections in the United States. Is it possible for a presidential candidate to win a majority of the electoral vote, and thus the election, without winning a majority of the popular vote?

The candidates

■ Create a file for each of the major national and local candidates. Include in the files related articles and photos clipped from the paper.

■ Follow newspaper announcements of the candidates' activities. (Elementary students could construct a calendar of these events). Then watch for the actual news coverage of the events.

■ Using past and current newspapers as your source of information, plot the candidates'

campaign appearances on a map of the United States. Compare their trails. Which candidate did the most traveling? After an election, compare this map with a map showing the electoral votes won by each candidate. Is there a relationship?

■ Walter Mondale made history by selecting a woman as his running mate. Use past newspaper information (particularly editorials, editorial cartoons and letters to the editor) to determine public reaction to his choice. Do you think a female candidate has a chance of winning?

■ You have been chosen to review the two "applicants" for the job of U. S. president. Use the newspaper to obtain the following information about each candidate: age, residence, family, educational and religious background, military service, previous experience, record of public service, membership in societies and organizations, honors or awards, reasons for seeking post and platform. Note your findings. Which one would you "hire?"

■ Determine through press coverage of the vice presidential candidates whether or not they have been given specific roles in this campaign, such as appealing to special interest groups or articulating a certain theme or issue.

Image

■ Use newspaper information about the candidates to make a list of images that are commonly used during campaigns. (Examples: devout family member, strong leader, sincere). Then study newspaper articles and ads to determine which of the images on your list can be applied to the presidential and vice presidential candidates.

■ College editorial cartoons about candidates and identify the image that is portrayed in each one.

■ Pretend that you work for an agency that is in charge of the campaign ads for a major candidate. Design an ad that projects a specific image of that person.

■ Use newspaper information for support material in an essay which defends or challenges this statement: *A candidate's image is more important than his or her stand on the issues of the election.*

■ Examine radio, television and newspaper ads for a particular candidate. What image is emphasized in each ad? In which medium does image play the largest role?

■ Carefully follow the campaign of a candidate you've selected. Compare the ads for this person with the news coverage. Do they blend well together or is a different image portrayed in both?

■ Pretend you are a political consultant to one of the candidates. Your job is to provide counsel to this person on the image he or she is projecting. Use newspaper information to determine that image and to suggest ways to improve it.

■ Discuss what is meant by charisma. Would you describe any recent candidates as charismatic?

■ Do you think the candidates' images represent their real personalities or are they manu-

factured by political consultants?

Issues and positions

■ Use newspaper information to compile a list of the major issues of this election. Then, using the newspaper as your source, tell what each presidential candidate's stand is on each issue. Based on this analysis and on your opinion of the issues, for whom would you vote? (This activity can also be done on the local level).

■ Use newspaper information to make a chart which illustrates how the issues at the federal level compare with those at the local level.

■ Members of some interest groups have, in the past, selected an issue and put all their efforts into electing or defeating candidates based on whether or not the candidate agree with the group's position. Use newspaper information to determine if there are any examples of this in this year's election.

■ Use the newspaper to determine which issue(s) will have the greatest impact on the election, both at the federal and local levels. (Repeat this activity after election day to check your predictions).

■ Check old newspaper to determine how the major issues in this election differ from past elections.

■ Use newspaper information to chart the evolution of a national or local issue from the preelection period through election day. Have any candidates changed their positions?

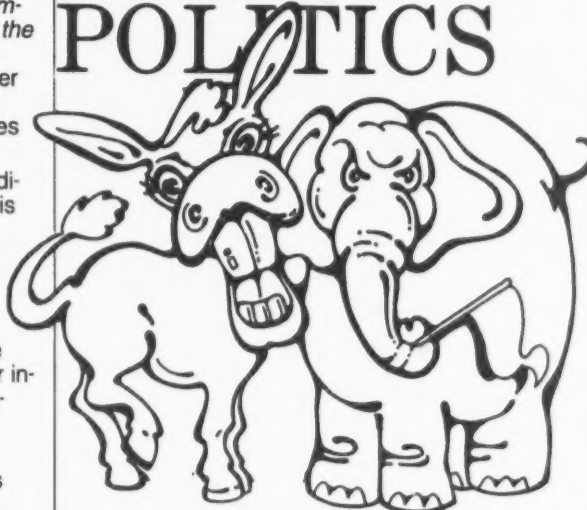
Media Impact

■ Compare campaign advertisements with ads for products and services. Are the goals and techniques the same?

■ Find examples of candidates' reactions to items about them in the press. Why do some come in conflict with the press?

■ The incumbent candidate in a presidential election is in a somewhat unique situation with the press. News coverage includes his perfor-

In The News: POLITICS



mance in his current job as well as in his campaign efforts. Find articles which demonstrate how a candidate can use the press to his best advantage and how press coverage can work against him.

- Identify information about candidates and the election in general that would not appear in the newspaper were it not for freedom of the press.

- Examine editorial cartoons that deal with the candidates and the election. Discuss the issues they treat and the techniques used by the cartoonist (caricature, stereotype, symbolism) to convey opinions. Do you agree with the messages of the cartoons? Why or why not?

- Determine through a collection of newspaper clippings how much coverage was given to candidates' personalities and images and how much to the issues.

- Look for editorials that are based on election news that was previously reported. Identify the facts and the opinions.

- Study what the candidates say as quoted in the paper. What kind of language do candidates use? Is it figurative or concrete? How much of what they say is planned? Find exam-

ples of remarks that were not well received by the public.

- Collect several examples of a caricature of a candidate and compare these with a news photo of that person. Are the same physical features exaggerated in each case? What purpose(s) does caricature serve?

- Examine editorial cartoons for political symbols like Uncle Sam, the eagle and the elephant. Compare how these are used by different artists.

- During an election, clip all election-related information. Then sort these items into the following categories: *news stories/photos*, *opinion/analysis pieces (includes columns and letters to the editor)*, *editorials and political cartoons*. How many did you find for each category. How do these types of coverage differ in purpose?

- Pretend that you are a reporter about to attend a press conference stage by a presidential candidate. Prepare a list of 10 questions you would like to ask this person. (Your class could conduct a mock conference, in which a student portrays the candidate and takes the stands the candidate would).

General

Social studies classes have come a long way from the days of tiresome lectures and mindless memorization of names and dates. The major focus of social studies curricula today is civic literacy, or, more explicitly, the preparation of students with the knowledge and skills essential for participation in our democratic process. Emphasis is placed on such skills as problem solving, decision making and values clarification.

The newspaper as a teaching tool in social studies classes has also come a long way from the days when it was used primarily for clipping current events. As a supplemental to the more traditional social studies material, the newspaper is viewed as an essential to the achievement of the goals of social studies education for the following reasons.

1. First and foremost, the newspaper provides a "real life referent" for the teaching of social studies concepts and skills; that is, initial learning, retention and transfer are increased if students perceive a connection between the classroom and the everyday world.

2. It is believed that motivation is the key to all learning and that relevancy is the key to motivation. The newspaper is a relevant resource to students.

3. The newspaper, an adult medium, is a "textbook" which the majority of adults continue to use as a source of self-education.

4. The newspaper is a continuous written record of our lives and times. It is one of the major data sources for citizen participation.

5. Because the newspaper itself is an influential part of our democracy, it deserves to be studied as part of the total social studies program.

6. The newspaper is local and relates information and events directly to the lives of students. It is, in effect, a microcosm of our times and the best visual display we have of our society and culture.

7. The newspaper overcomes "textbook lag" by updating textbook content and by bridging the gap between classroom theory and reality.

8. Depending on how it's used, the newspaper encourages student involvement and engages the students directly in the learning process.

9. If used effectively, the newspaper will develop in students not only a desire to read but also the skills necessary to read critically and reflectively.

The National Council for the Social Studies published in 1980 a document called the "Essentials of Social Studies" which stressed the importance of interrelatedness of knowledge, democratic beliefs, thinking skills, participation skills



and civic action to effective social studies programs. Following are activities designed to illustrate how the newspaper is ideal for the development and implementation of these skills.

KNOWLEDGE — A wide variety of knowledge is necessary and is drawn from a number of different sources including history, geography and economics. The knowledge base is used to teach skills, concepts and generalizations necessary to understand human affairs and to manage conflict consistent with democratic procedures.

■ The newspaper provides a record of the most important events in our lives and of what we are like. Assume that all you know about life in our world is what you read or see in the paper. After examining two issues of the Morning Call, identify 10 hypotheses about what we're like. Indicate the page and date that led you to form each one.

■ The newspaper contains a wealth of information on important public issues like gun control, nuclear arms, capital punishment and foreign policy. Collect articles about these subjects for classroom study and debate and for background material for assignments.

■ Use newspaper clippings to create files on each of the following subjects: labor statistics, scientific advancements, bills passed by Congress, national and world disturbances of future importance, business trends and community projects.

■ Use newspaper information to create files of important people in the world. Categorize these by position held for by title. (Examples: government officials, businessmen, authors.)

■ Use newspaper information to identify the laws and regulations governing your community.

■ Prepare a report on the defenses of the United States. Use newspaper information on such things as the defense department and advancements made in weaponry as support material for the report.

■ Locate in the paper examples of how tax money is spent. For what is most of it spent?

■ Collect for one week all the articles about the president. Use this information to prepare a written summary of the duties of this official.

■ Maintain a categorized file of consumer-related clippings. Prepare two lists from the information gathered —) one giving helpful tips to consumers and the other giving "consumer beware" tips.

■ Maintain files of newspaper clippings related to various countries.

■ Employment is important to the economic activity of a community. Examine the classified ads to identify the types of jobs available locally. Compare current openings with those of 10 years ago. Have jobs become obsolete? Why? What types of jobs are relatively new? (Example:

computer-related jobs.)

■ Collect examples of editorial cartoons which illustrate economic issues and identify the message in each.

■ Identify from the paper the various types of financial institutions in your community, five businesses that have a great deal of competition, local corporations listed in the New York Stock Exchange and two examples of growth in your community.

■ Examine the classifieds and identify the various kinds of housing for rent or sale. List price ranges and average prices of each type. Compare current prices with those of five and 10 years ago.

■ Assume that your community will receive \$1 million. Identify from the paper three community needs that could be met by this money. How much would you allocate to each?

DEMOCRATIC BELIEFS — Social studies programs should emphasize the historical derivation and contemporary applications of democratic beliefs. Such beliefs include justice, equality, responsibility, freedom, diversity and privacy.

■ Collect examples from the newspaper (particularly the letters to the editor) that express ideas or opinions related to basic democratic beliefs. Use these to make a list of the beliefs we consider to be important to our society.

■ Identify in the classified employment ads three examples of Equal Opportunity Employers. Use past editions of the newspaper to trace the development of equal opportunity employment in this country.

■ Use newspaper information to compare the way the Constitution was designed to function and how in reality it functions today. Use your findings to prepare a poster which illustrates how democracy is a growing, on-going development.

■ Pretend that freedom of the press no longer exists in this country and that the government controls our newspaper. With this in mind, clip from one edition of The Morning Call all the articles that would not be allowed in a society without a free press. Discuss the results. Then use this information to prepare a report on one of the following topics:

1. The role of the free press in a democratic society.
2. Can freedom of the press be abused?
3. What happens in a country when the press is controlled?

■ Find 10 examples in The Morning Call of Constitutional rights being exercised or challenged.

■ Use newspaper articles to identify various crimes and their punishments. Do you think the punishments are just? Form your own definition of justice, based on the information in these articles.

■ Find 10 examples in The Morning Call of

equality in our society.

- Use newspaper clippings to construct a collage which illustrates the "American way" concept.

- Collect five newspaper clippings that deal with local, state or national problems or conflicts. Determine who is doing what to solve each situation. Who should be held accountable for each problem (the government, the public, a specific group or person, etc.)? Were any of the problems the result of someone's negligence? Use these examples to prepare a report on the consequences of not accepting personal and social responsibility.

- Use newspaper information to discuss how this month's election was a "contemporary application of a democratic belief."

- Use related newspaper clippings to construct a poster which demonstrates our society's tolerance to diverse lifestyles and beliefs.

- Create categorized files of newspaper clippings that deal with civil liberties. Update these on a regular basis.

THINKING SKILLS — The importance of connecting knowledge with beliefs and action is stressed as is the significance of rational behavior. Thinking skills are categorized as data gathering, intellectual, decision-making and interpersonal.

- Identify in the newspaper an area of conflict within your community, the state, the nation and the world. Analyze each one by describing the conflict, determining the type of conflict involved, identifying the different sides of the conflict, determining how it started and why it's continuing, evaluating the positions involved and preparing a solution to it. (The newspaper can be a main data source for answers to these questions.)

- Public issues and reactions to them are reflected daily in the paper. Use newspaper information to identify and study current issues. Have any decisions been made regarding them? If so, list them. What injurious effects (if any) could result from these decisions? Do you agree with the decisions? What decisions would you have made and why?

- Use past and current newspapers to determine the causes and effects of national unemployment. What solutions can you offer to this problem?

- After reading a news story that deals with a decision made by a government official, prepare a sample letter to that person (or an editorial) which challenges or supports the decision. Use newspaper information for support material.

- Select an article that deals with a local or a national problem. Use *The Morning Call* and other related sources to describe the situation or problem as it is now and as it should be, to state the problem specifically as possible, to identify as many solutions to the problem as possible, to consider the consequences of each proposed



solution and rank the solutions in order of promise, to select a solution and to evaluate the success of it.

- Select from the newspaper an issue that affects your community (like the construction of a stadium) and outline the effects of the event on the economy, the environment, employment, living and working patterns in the community and traffic.

- Follow the news accounts of a major event and use the information in them to predict the outcome.

PARTICIPATION SKILLS — Knowledge, beliefs and skills are essential to effective civic participation. Included in this category are, for example, the skills of persuasion and working in groups.

- Assume that your community will receive \$1 million. Work in groups of four or five to determine how this money will be spent. With your partners, identify from the newspaper three needs that could be met by this money and how much should be allocated to each need. Then share your results with the other groups in the class. Try to convince them that your group's recommendations are the best.

- Find and read an article which describes a moral dilemma or a controversial issue. After listing the major facts involved and the opposing points of view, take a stand on the issue. Present your views and supporting reasons in a well-organized, persuasive speech.

- Scan the paper for articles about activist, minority or other groups. Define the aims of each one. Do you agree with them? Why or why not?

- Organize a debate on current issues of interest to you and your classmates. Use newspaper information for background and support material.

CIVIC ACTION — It is important to provide knowledge, skills and commitment necessary for a thoughtful consideration of issues and the stimulation to actively participate in the demo-

cratic process.

- Use newspaper information to create a list of responsibilities of a good citizen.

- List the 5W's (who, what, when, where, why) of five major current events.

- Use newspaper information to write an essay on what you consider to be the most crucial problem facing our country today. Be sure to include suggested solutions.

- Identify the purpose(s) of a local meeting described in the paper. What kind of action will or should be taken?

- List 10 consequences that would result if your newspaper suddenly did not exist. After sharing the list with other students, compile the results for a bulletin board display.

- Analyze news reports of five foreign policies or five government decisions to determine how they personally affect you.

- Use newspaper information to construct a chart which illustrates how our government works. Be sure to include the operations and responsibilities of each branch. Do some overlap?

- Abraham Lincoln once said, "Let the

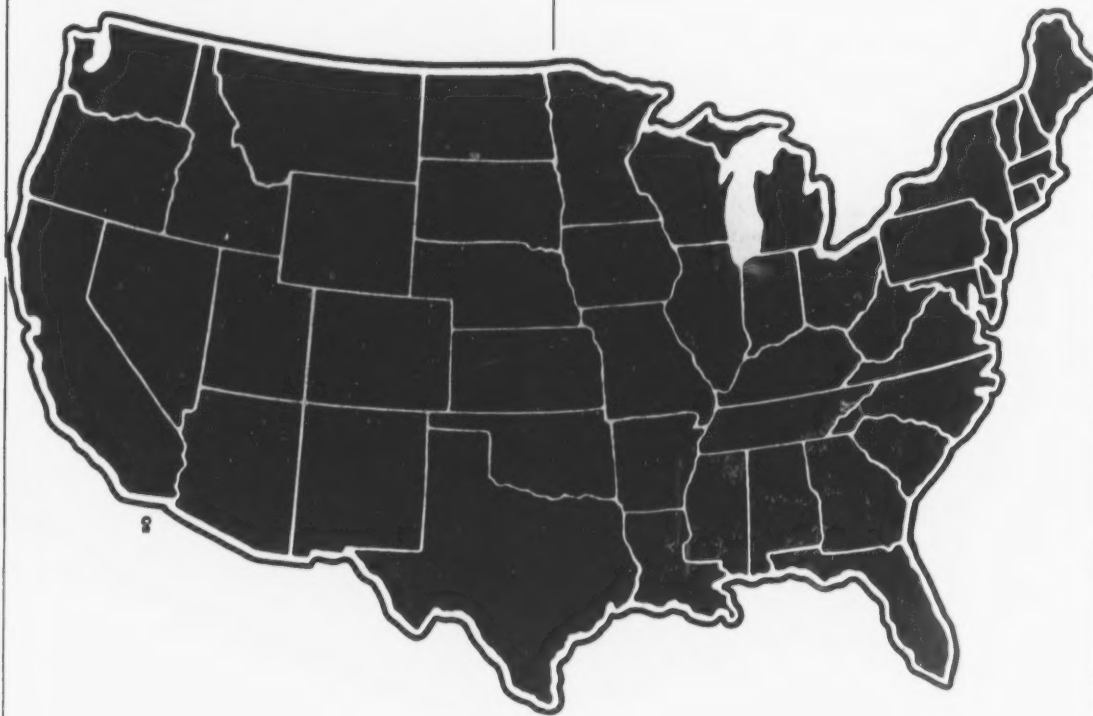
country know the facts and the country will be safe." Find 10 examples in the paper that support this statement.

- After reading an editorial on a topic of your choice, identify the major issue dealt with in the article, the position of the editor on the subject, the reasons the editor gave to support his stand, the facts he gave regarding the issue and the opinions he voiced. Repeat the activity with an editorial cartoon.

- Informed citizens need to be able to distinguish between facts and opinion. Find examples of each in a display ad, a restaurant review, the sports section, one pages A1 and B1, in a "Dear Abby" letter, in the classified ads, in a letter to the editor and in a photo caption. Discuss how individual beliefs and prejudices can temper a person's interpretation of facts vs. opinions. (Example: Some people might consider the following statement a fact: Lincoln was the first president of the United States.)

- Find newspaper examples which demonstrate the integral role of the press in a democracy.

Geography



Because most articles include the location where the news occurred or originated, the newspaper is an ideal tool for lessons in geography. Daily its pages, particularly the sports pages, contain the names of countries, cities, states and bodies of water in all parts of the world. Likewise, section B contains a wealth of information for a study in local geography.

- Identify the names of the cities, countries and bodies of waters listed on the front page.
- The dateline of a news story is right at the beginning of an article and tells the reader the origin of the story. Locate five datelines in The Morning Call.
- Write the names of three places mentioned on the front page of sections A and B and locate these places on a world and local map.
- Pin a large U.S. map on the bulletin board. For one week, clip a story from section A and attach it to the appropriate spot on the map.
- Name a sports team from a state capital that will be flying to another state capital for its game.
- Identify a team that will be visited by a

team from within its own state.

- What states will have two games played in them?
- What team will make a transcontinental flight to play its game?
- Name a team that will travel to a neighboring state for its game.
- Name the state capitals that will have games played in them.
- Identify the cities located on the Great Lakes that will have game played in them.
- Name the cities located southwest of the Mississippi River that will have games played in them.
- Use information on the sports pages to create geography lessons. Example: Identify the city that is located southwest of the 84° line of longitude and the 34° line of latitude that will have a game played in it Friday night.
- How many miles will Chicago travel to play its game?
- Which team located in the east will be visited by a team from the west?
- Name bordering states that will have games played in them.

Global perspectives

"We have learned that we cannot live alone, at peace; that our own well-being is dependent on the well-being of other nations, far away. We have learned that we must live as men, and not as ostriches, nor as dogs in the manger. We have learned to be citizens of the world, members of the human community."

Franklin D. Roosevelt, 1945

This quote by Roosevelt is as valid today as it was in 1945. All of us, as educators, as journalists and especially as citizens, need to recognize that all people share a common link — we are all members of a world community.

The following activities are designed to give students an understanding of this relationship and its significance through the use of the newspaper — a central source of information about our world community. Newspapers are ideal for community studies because they are a major part of the network of communications that provide a link between all people of the world. Teachers who use any of the suggested activities should consider having maps, globes and resource and reference materials available for students. These are helpful items for developing global perspectives.

- Identify the global connections that exist among local, state and national issues. Be sure to explain how international issues can affect individuals in a local, state or national community.

- Clip for several weeks articles dealing with foreign policy issues. State your opinions on these policies. Or write a sample letter to your state representative or senator which states your position on the issues.

- Study editorial cartoons that are related to international affairs. Identify the message of each one.

- After gaining familiarity with the major issues, list those issues which you feel will be most critical in determining the quality of life in the future.

- Identify from the newspaper articles in areas of the world that are suffering from economic or social strife. What possible effects could these problems have on your life?

- Study editorials dealing with foreign affairs and identify in each one the purpose and point of view. Do you think the newspaper's opinions of foreign issues are more or less important than the paper's opinion of local issues?

- Debate a foreign policy issue from the viewpoints of various countries involved. (Identify issues and collect pertinent news items before holding the debate.)

- Because our community cannot produce all of the various goods that we consume, we rely on other communities to produce what we need. Examine the paper and identify 15 items for sale that were produced in other regions or countries. Use these as a basis for a discussion of the value of trade and on interdependence.

- Clip photos and articles about world cul-

tures and use the information in them to list those qualities that are basic to all cultures and those that are not. Then identify factors that affect the development of cultures, such as communication, religion or travel.

- Identify in newspaper articles any action taken by our government that will affect the citizens of other nations.

- Identify major concepts that run through the history of the United States and its relations with other nations. (Examples: foreign involvement vs. isolationism, tariffs vs. free trade, realism vs. idealism in foreign policies.) Then look through current newspapers to find articles dealing with similar concepts. Use these as a basis for predicting future trends.



- Secure copies of newspapers published in other countries and analyze the treatment of

the same issue in the various papers. Identify reasons for this variation in treatment.

- Mount a large world map in the center of the bulletin board. Each week, have students clip and arrange on this map important headlines which refer to specific places. Are any of these headlines related? Do any of them appear in multiple places of the world?

- Collect articles about various communities in the world and classify them by population, products, politics, religion, etc.

- The foods we eat have origins throughout

the world. Plan a menu for one day by using the grocery ads, recipes and food columns. List the ingredients used in the menu and, beside each, name the area or nation of its origin.

- Look for articles and photos which deal with foreign customs and traditions on similar holidays and compare similarities and differences.

- Collect for a period of time photos and articles about world cultures. Then use the information in these items to list the qualities that are basic to all cultures and those that are not. Identify factors that affect the development of cultures, such as communication, religion or travel.

- Show that history repeats itself by locating current events that are extensions of historical problems or which appear to be repeat events of history in terms of background and outcome.

- Identify in newspaper articles any action taken by our government which will affect the citizens of other nations.

- Select a current legislative action dealing with foreign policy and project the effects on your own life and community if the legislation is passed.

- Explain how public issues like conservation and environmental quality, nuclear war/arms, and Moral issues like abortion, euthanasia, genetic engineering, organ transplants and population control can have world-wide effects.

- Identify the global connections that exist between local, state and national issues.

- Clip for several weeks articles dealing with foreign policy issues. What is your opinion of current policies? Write editorials which state your viewpoints of specific policies. Be sure the editorials call for reader action.

- Cite newspaper information to prove that the Roosevelt quote at the beginning of this chapter is indeed as valid today as it was in 1945.

- Because our community cannot produce all of the various goods that we consume, we rely on other communities to produce what we need. Examine the paper and identify 15 items for sale that were produced in other regions or countries. Use these as a basis for a discussion of the value of trade and on interdependence.

- Clip photos and articles about world cultures and use the information in them to list those qualities that are basic to all cultures and those that are not. Then identify factors that affect the development of cultures, such as communication, religion or travel.

- Identify in newspaper articles any action taken by our government that will affect the citizens of other nations.

- Select a current legislative action dealing with foreign policy and project the effect on their own lives and communities if the legislation is passed.

- Each week, clip and arrange on a large world map headlines which refer to specific places. Are any of these headlines related? Do any of them appear in multiple places of the world?

Government

"New Cabinet-level department proposed for trade policies."

"President's new plan goes to Congress next month."

"Disability pay cuts stir furor."

Headlines like these have made our political system a major concern. Feeling the effects of financial cutbacks and other administrative actions, people everywhere are keeping a watchful eye on our government, its policies and its leaders.

Our political system is constantly undergoing change and one of our best sources for keeping up with these changes is the newspaper. Stories about national, state and local government actions and the people involved in them make up a large percentage of our news pages every day and keep readers informed on the effects these actions will have on us. Current newspapers also supply us with a look at government institutions and their functions, basic political processes and politicians.

Introductory Activities

- Use newspaper articles to make a chart which illustrates the functions of and interaction between local, state and federal government. Show how the three branches of each of these levels of government interact. Use this idea for a bulletin board display.

- Use newspaper information to identify important government officials (categorized by level of government), the positions they hold and the services they offer. Students could also create a scrapbook of these individuals and update it regularly by adding stories about major actions taken by them.

- Use newspaper information to compile a list of the principles and fundamental operations of the United States government. Find examples of government in action to illustrate this list.

- Use newspaper articles to define the following: *bi-cameral, legislature, separation of powers, checks and balances, amendments, Bill of Rights and party system.*

- Find in the newspaper the names of state and local representatives.

- Identify in the newspaper articles and photo services provided by government. (Examples: parks, schools, police, sanitation and recreation). Specify which level(s) of government perform these services.

Other activities

- Use newspaper information to start a biographical file on important government figures.

- Locate news about new bills proposed by Congress and follow the bill(s) to see how far it gets in the law-making process. (The same thing can be done with constitutional amendments).

- Conduct group discussions of newspaper articles which deal with problems faced by our national government. Then report which relates what the government is doing about the prob-



lems. Be sure to discuss the probable effectiveness of the solutions and entertain questions from the class. (Past editions of newspapers for reference and background may be needed).

- Collect for one week all the articles that are published in the newspaper about the president. At the end of the week, prepare a written summary about the duties of the president. Include in the report the people who help the president.

- Find newspaper articles about Congressional committees such as agriculture and foreign affairs and evaluate the actions of these groups.

- Collect political cartoons and file them under the headings of local, state and national government. (The cartoons can be used by student for future assignments or special projects).

- Clip articles that illustrate different forms of government, such as *monarchy* or *dictatorship*. Use this information to prepare a report on the different types of government.

- Use current newspaper information to discuss the role political parties play in government.

- Use newspaper information to debate an issue of major concern to our government today.

- Study the news about political figures and organizations in other lands and parallel them to our own government.

- Examine the role of the press in the development of images and perceptions we have about government figures. How are these formed and what contributes to their formation?

- Use information in newspaper articles about the president to compile a list of the re-

sponsibilities and operation of the executive branch of our government. (Use other reference materials to supplement, if necessary). Compare these functions to those of the judicial and legislative branches. Do any of them overlap?

■ Clip newspaper information and photographs to create a biographical file of our current president. (Make several files and categorize them. Examples: Personal life, background, policies, important quotes and government actions). Or, use newspaper photos and other clippings to create a scrapbook on the president.

■ Use related newspaper coverage of actions taken by our president to prepare a written report which summarizes his foreign policy.

■ Skim the newspaper for information on U. S. foreign aid. Report to the class the amounts of money given or loaned to foreign countries. Include your opinions in the report.

■ Study editorials, letters to the editors and editorial cartoons to determine public opinion of

the president's administration. Is it mostly favorable, unfavorable or evenly divided? Write your own editorial or draw an editorial cartoon which illustrates your opinion of the current president.

■ Use newspaper information to summarize the president's views on certain issues. Clip statements he's made concerning these issues. Repeat the activity to develop a chart which shows the views of all the presidential candidates on these same issues and compare. With whom do you agree?

■ Hold a mock election in class. Divide students into groups, one representing Democrats and the other Republicans. (Separate into more groups if other parties are included in activity). Select a student from each group to represent the presidential candidate. (The Democratic group might want to create smaller factions to allow for representation of all the candidates for this party).

■ Design posters and literature, write position papers, give speeches and hold a candidates' debate. (Use newspaper information for

factual material on candidates' viewpoints, platforms, etc.) Hold a secret ballot in class and tally the votes. Compare with the actual results in April or November.

■ Make a large chart to illustrate the chain of command in the present executive branch. Include all of the president's aides and Cabinet members. Then clip any articles pertaining to actions taken by people on this chart. Use the chart to trace the line of responsibility for the actions.

■ Scan the newspaper every day and clip articles related to the president and the federal branch of our government. Keep these in a file to use for other class assignments or to supplement textbook information.

■ The president of the United States often delivers major speeches. Prepare to field questions as the president would during a press conference. Study newspaper accounts for background information on various topics. Read newspaper reports of actions taken by the president and prepare, as reporters would, a list of questions to ask the president in a mock press conference.

■ U. S. and Soviet relations have undergone many changes since the U.S.S.R. was formed in 1917. Collect articles that describe present-day relationships between the two nations and compare them with relationships during two other presidents' terms. (The activity can be done with nations other than the U.S.S.R.).

■ Divide the class into presidential task forces or committees that are responsible for reporting on current issues and making related recommendations. Use the newspaper for background information.

■ Use newspaper information to compare our president's role and responsibilities with those of leaders of other nations.

■ Listen to a presidential news conference and write the news story as if you were a reporter. Compare your story with the newspaper's actual account.

■ Use newspaper information to compare our president's roles and responsibilities with those of leaders of other nations.

■ Use newspaper information which lists the president's policy positions and his stands on various issues to determine which of the following political labels apply to him: *left, liberal, center, conservative or right*. Discuss whether these labels are harmful or useful.

■ Defend or challenge, in writing, one of the following statements. Be sure to use specific examples to support your stand.

"This is the first president in 25 years who has not sought to reduce the arms race."

Sen. Gary Hart

"This man has broken his promises. He promised a balanced budget...but he has mortgaged the future of our children to make the rich richer and the poor poorer."

The Rev. Jesse Jackson

"For the past few years, we have been in the



hands of a national leader so ignorant of the real world but so skillful in selling fantasy that he has pushed the hands of the survival clock to three minutes before midnight...If he is re-elected, I do not believe that either the American economy or the mutual balance of terror will hold through his second term."

Sen. George McGovern

■ After studying the current national budget, comment on it in writing. Do you agree with the way the budget is allotted? What is your opinion of increased military spending? Use past and current newspaper information to explain how this budget will directly or indirectly affect you and your family. Can you suggest a better pack-

age?

■ Construct, an editorial page which includes student columns, editorials, letters to the editor and editorial cartoons that express student opinions of current issues involving the president.

■ Collect newspaper articles which describe the president's plans for education in this nation.

■ Choose an issue of national concern, like nuclear arms or the economy, and present, orally or in writing, the president's proposed solutions to the problem. Use the newspaper for background information.

■ Compare a news story and an editorial written on the same president-related topic.

History

Teachers of American history often hear their students ask "Why must we study history? It means nothing to us." In response to this challenge, teachers must go to great lengths to make history vital and meaningful, but making the past relevant to a generations concerned with the here and now is not an easy task, especially when it is the very content of the past that students find most difficult to relate to their lives.

The newspaper can become an essential tool in the process of relating the past to the present. It provides much of the written data which make up the essence of contemporary issues. It also records current events, some of which hold historical significance to society. History is man's own story, and that is the content of any newspaper. Teachers can use this tool to help students not only develop a sense of historical perspective but also realize that historical issues are constantly re-expressed in our lives today.

- Determine the historical basis of several selected newspaper articles. Do any of these events relate to or have a basis in other examples from history?

- Does man make history or does history make man? Find newspaper examples which support one of these viewpoints.

- Select an article about some aspect of modern living and rewrite it as a colonial newspaperman would if he could leap through the centuries.

- Think about the news stories that are reported each day and determine whether or not our forefathers would have added more to our Constitution had they lived in today's world.

- Historians look at the news in a special way — they try to determine if a specific news event is part of a pattern or an isolated event. Look for examples of these two types of stories in the newspaper and discuss them.

- Produce a class newspaper (or the front page of one) which would have appeared the morning after a historical event or which is based on a period of history which you are studying. A major portion of the content should come from related readings and the text.

- Use library files to compare newspapers from the Civil War period, World War I and World War II. How are these papers similar to and different from our papers today? Evaluate the content with regard to the First Amendment.

- Clip articles, photos and ads which prove that "the Industrial Revolution continues today."

- Predict and write tomorrow's headlines based on today's news. Compare them with those in later editions of the paper.

- Locate newspaper examples of a Constitutional right's being exercised or challenged.

- Compare recent space trips and other exploration with the voyages of early explorers like



Columbus or the Pilgrims.

- Attack or defend the statement "No taxation without representation" in a short oral report, using specific facts from newspapers.

- Use newspaper information and your texts to compare and contrast, in writing, the leadership characteristics of Franklin Roosevelt with those of our current President. Be sure you refer to specific speeches, programs and actions.

- Collect newspaper information of past times in your community and use these to prepare a brief report of your findings. Or interview an older person who can tell you about a period of time and write a short feature based on the interview.

- Compose ads which attempt to sell items belonging to a period of history that you are studying. (Example: a coat of armor.)

- Cover a sports event of past items as if you were their (example: Theseus fighting the Minotaur) or report on a historic event as if you were there.

- Describe historic events in headline form. (Example: Alexander the Great expands his empire.)

- Write editorials on topics of controversy which arose during the historic period you are studying.

- Create your own history books with stories, photos and illustrations which you believe will be significant or noteworthy in the future.

- Create your own Hall of Fame by selecting from the newspaper current personalities whom you believe deserve this honor. Be sure to justify your choices.

- Labor news is ever present in the newspaper. Discuss with a current or proposed strike

and use it as an introduction to the history of the labor movement. What role has Chicago played in the labor movement? What was the labor climate that led to the Haymarket Riot in 1886 or the Memorial Day massacre in 1937? How do guilds of the past compare with unions of today? (The textbook can be used for a study of the original objectives of unions and the newspaper for a discussion of whether the objectives are being met.)

- Mass immigration of people into the cities during the Industrial Revolution caused many problems. Use newspaper information to parallel past problems with those faced by cities today because people are moving out.

- U.S. history centers on historic characters like presidents, military leaders and reformers. Select people from today's news whom you believe are historically significant and explain why.

World History

- Determine the significance of an international incident reported in the news.

- Use news dealing with the United Nations

to outline its functions and organizations.

- Select a country and maintain a file of related clippings. Categorize the clippings into domestic news, politics, international relations, etc.

- Use newspapers to identify important people of the world and start a scrapbook of these people. Be sure you include a brief biography and background information next to each entry.

- Use newspapers to identify and classify the problems facing other nations and to compare how nations solve problems.

- Use newspaper information to prepare a report on our country's foreign policy as it relates to various regions and countries. Include quotations from the President, congressional leaders and the leaders of the other nations.

- Select and collect newspaper quotations made by important people, which you believe will have historical significance. Are any of the statements similar to famous quotations in history texts?

Law

According to a recent publication of the National Street Law Institute, a study conducted by the United States Office of Education indicates that a quarter of our adult population — 28 million Americans — is functionally illiterate with respect to legal rights and responsibilities.

Similarly, numerous studies of American youth indicate not only a widespread lack of understanding of the functioning and effects of our legal system but also a distinct distrust of a system young people believe operates against them.

These are frightening statistics for a society whose cornerstone has been an active and informed citizenry. Our democracy depends upon effective citizens, who are aware of their rights and concerned with their responsibilities.

Newspapers can help teachers motivate students to learn American law. Newspapers are filled with law-related topics and can be used effectively to stimulate interest in the laws, to teach students to analyze critically and to motivate them to learn practical information about a system that has a pervasive influence on their lives.

Newspapers can be handy tools for a study like this because they update current information and bring real life situations into the classroom. They also serve as a catalyst for discussion and action and act as a focal point for research and study.

The use of the daily newspaper can also lay the foundation for an investigation and understanding of free press issues, including free press/fair trial, confidentiality of sources by reporters and the role the newspaper allows students the opportunity to gather information regarding the First Amendment rights.

Introductory activities

- Separate the class into groups and give each group a different section of the newspaper. Have each group make a list of all law related topics found on each page of the section. Use each group's list to discuss how our lives are affected by laws.

- Classify law-related articles into one of the following areas: criminal law, consumer law, family law, housing law and individual rights. Keep ongoing files or notebooks of these categorized articles.)

- Determine which area has the most law-related stories over a specified amount of time.

- Select one area and write an analysis of current legal news in this area.

- Discuss, orally or in writing, what would happen if there weren't any laws or regulations. Be sure to use specific examples in your discussions.

- Find examples of law-related items in editorials, advertisements, the business and finan-



cial sections and sports and comics sections.

- Clip and label articles pertaining to the legislative, executive and judicial branches of our government. Use these to help outline similarities or differences among these systems.

- Identify an article having to do with the courts, an article having to do with a jury, one having to do with a public notice and one having to do with a civil case.

- Maintain a file of articles that would help you become more knowledgeable as a voter.

Criminal law

- Find articles dealing with the criminal justice system and identify all the law-related terms in it. (Examples: defendant, due process, larceny, plea bargain, parole, arraignment.) You could also keep a law-related vocabulary notebook. As new terms are found, they can be added to the book.

- Identify the 5W's of the articles (who are the articles about, where did the action take place, when did it happen and why did it happen).

- Identify the constitutional issues brought up in the articles.

- Discuss how juvenile courts fit into our criminal justice system.

- Analyze a letter to the editor regarding a juvenile law topic. What is the main point of the letter? Do you agree or disagree with the writer's position?

- Debate whether or not juveniles should be treated as adults for the offenses they commit.

- Identify articles dealing with individuals who are charged with crimes. Distinguish between misdemeanors and felonies and trial court and appellate court proceedings.

- Clip articles about crimes and group them under various headings (victimless crimes, white collar crimes, those involving a weapon, assault, felony, etc.) Then convert this information to

graph form and make conclusions based on it.

- Find stories which report criminal cases and arrange them in order of due process (arrest, arraignment, indictment).

- Use related articles to list the kinds and lengths of sentences given for various crimes. Discuss why some people receive a full term sentence according to the law and others receive suspended ones.

- Use newspaper information to explain how the role of the police has expanded with the growing needs of society and its economic conditions.

- Create a chart which illustrates the amount of print given to law-related news (criminal news, government news, etc.). What conclusions can be derived from this information?

Consumer law

- Locate and define consumer terms found in the paper. (Examples: credit, debt, liability, collateral, interest rates, warranty, buyer.)

- Examine *The Morning Call* for articles about consumer rights and responsibilities. Use these as a basis for a report on consumer do's and don'ts

- Use newspapers to research the rights and responsibilities consumers have regarding repossession of personal items.

- Maintain a file of consumer information clipped from *The Morning Call*.

- Find examples in ads of items which are taxed and categorized them (luxury tax, sales tax, etc.)

- Define consumer and producer by using examples from *The Morning Call*.

- Look for examples of advertisements that state or simply contractual terms such as "money back guarantee." Compare this type of contract with a mutually signed one. Is either more binding?

- Examine advertisements for any language that could be deceptive. (Example: Dishes that are virtually spotless.)

- The newspaper can serve as a guide to recalls by producers. Clip such articles and main-

tain a file of defective products which were recalled.

- Skim newspaper advertisements and find products which have a warranty and those which don't. Do you believe any of the products without a warranty should have one?

- Use the newspaper to find places where a person could establish credit. (Examples: banks, credit unions, stores.) Also note if general credit cards (Mastercard, Visa, etc.) can be used in all the stores or if some honor only their own credit cards.

- Go through *The Morning Call* and make a list of things you would like to buy. Categorize this list into things you would pay cash for and things you would purchase on credit. Defend your categories. Are there any things you would never buy on credit? Why?

- Clip articles about landlords involved in court or other law proceedings against them and list the types of offenses and the names of the accusers (single person vs. groups or agencies). Use this information to discuss some of the problems landlords impose on tenants. (Discuss, too, some of the problems tenants impose on landlords.)

Family law

- Locate information in the newspaper that relates to family law. (Examples: marriage, divorce and birth announcements, stories about custody rights, government aid to the needy and child neglect and abuse, advice columns.) Identify issues brought out in the stories.

- Locate and define terms related to family law. (Examples: alimony, bigamy, common law marriage, executor, illegitimate, child support, foster parent.) Add these new terms to your law-related vocabulary notebooks.

- Compare the marriage and divorce listings. Can you deduct anything from this comparison?

- Look for articles about family beatings. What is the main idea of each article? Can you think of any new laws which could help resolve these problems? Are values the central issue in cases like these? If so, what can be done through laws to correct them? Identify "restraining order" and how it works.

- Collect stories about the terminally ill and the rising concern for euthanasia and abortion and use the information to decide a position on these issues. Discuss why it is difficult to legislate laws regarding these issues.

- Look at the legal notices in the section preceding the classified ads and determine the kind of information found in these listings.

Housing law

- Scan stories and advertisements for information pertaining to housing law. (Example:

classified listings of available housing, articles about housing codes, public housing issues, landlord/tenant relations/ and ads for home financing.)

- Locate and define related vocabulary. (Ex-



amples: eviction, contract, foreclosure, mortgage, deed of trust.)

- Use newspapers and other resources to determine the major provisions of your city's and county's housing codes.

- State at least two problems that would be involved in revitalizing an area of your city while fire and safety standards are maintained.

- Find an article in *The Morning Call* that deals with a housing issue, read it and identify the issue discussed in the story. Then simulate a public hearing in which the City Council considers the issue. Assume roles of members of the Council, building inspector, public safety director, fire chief, owners of buildings, area residents and tenants (or potential tenants). Take turns "testifying" before the Council who, in turn, will vote on the issue.

- Maintain a file of newspaper articles dealing with housing law. Summarize next to each entry the effect(s) the issues in the articles have on the public, the housing industry and the government.

Individual law

- Newspapers are full of examples of individual rights being enforced or challenged. Locate examples of articles dealing with freedom of religion, free speech, right to privacy and other guaranteed freedoms. What are the main facts of the articles?

- Locate, define and add to your notebook related newspaper terms like bail, libel, prior restraint, slander, due process, and habeas corpus. How many can you define using context clues in the articles?

- Use newspaper information to make a list of the privileges and limitations of the First Amendment.



- Look at articles about people (particularly such columns as "People" in the *Saturday Morning Call*) and discuss whether or not it is right to have people's lives looked at so carefully. Do articles such as these violate the right of privacy, or are they an expression of freedom of the press?

- Clip articles about criminal activities that may have been learned through unnamed sources. Use this information to debate whether or not it is fair for courts to insist that reporters hand over notes or identify sources. What problems are involved in a case such as this for the press as well as the public?

- Look for articles about the ERA amendment. What is the status of this amendment in various states and what must still be done to ratify it?

Examination of free press/fair trial

- Determine at least two ways in which free press can pose problems for an individual's constitutional guarantee to a fair trial.

- Give your definition of "freedom of the press." Does it mean that anything can be printed without reprisals? Determine the responsibilities of a free press (guard against libel, refrain from publishing information considered ob-

scene or harmful to the welfare of the nation).

- Clip from today's paper all the articles that would not be allowed in a country without press freedom. Discuss findings. Determine what effect(s) the publication of each article had and why it was important to our society that it was published.

- Find articles about an accused person who is receiving a great deal of coverage. Debate whether or not the accused can receive a fair trial in light of the publicity surrounding the case. (Those who believe a fair trial can take place will probably cite the reporter's use of the term "allegedly" and the right to examine prospective jurors, while those who think a fair trial is impossible will cite the publicity of a possible motive and previous criminal record, the large circulation of the newspaper, etc.) Determine the winning side.

- After the debate, consider the effect on our society if such stories were not printed.

- Explain how the right of the accused to a fair trial can be protected by transferring the trial to another location or sequestering the jury.

- Use the newspaper to research other cases in which pre-trial publicity was an issue. Determine if a correlation exists between the location of the trial and the resulting verdict.

- Separate the class into groups and have each one list reasons why the legal profession might oppose cameras and radios in a courtroom and why the media supports this. Ask each group to make a decision on whether or not the media's presence in a courtroom directly conflicts with a person's right to a fair trial.

Separate but equal

■ Review Supreme Court cases Plessy vs. Ferguson (1896) and Brown vs. Topeka Board of Education (1954) and Title IX of Education Act Amendments (1972). Discuss the "separate but equal" doctrine and how the philosophy has changed during the course of history.

■ Use the newspaper to compile a list of groups or individuals who have been or are presently the target of discrimination. Elicit from them reasons why in a free country that supports human rights there would be discrimination.

■ Discuss traditional areas of discrimination, such as race, religion, sex and age. Identify in newspaper articles areas of discrimination which have been uncovered and publicized in the last several years.

■ Debate the issue of female participation in football and basketball programs.

Business law and the consumer

■ Locate and define related law terms which are in the newspaper. (Examples: advertise, business, complaint, fraud, contract, right, seller, party, services, warranty, goods, regulate.)

■ Look through the paper and find articles which demonstrate how businesses are affected by laws. Discuss why these laws were put into effect. How do the laws affect the companies involved and the consumers?

■ Use The Morning Call and other resources to find examples of business laws that are restrictive as well as helpful. Use these to construct a chart of laws that help businesses vs. those that hinder them.

■ Maintain a file of newspaper clippings about new laws that could affect businesses. Use these to state your opinions of the effectiveness of such laws.

■ Examine examples of contracts. Discuss the contract terms, the importance of reading contracts carefully, the different points that should be covered in them and the importance of contracts in business transactions. List specific examples of points that should be covered in different types of contracts.

■ Find two examples of newspaper articles dealing with contracts. (Examples: The sports section may have stories about athletes who sign contracts with new teams; some advertisements offer contracted services.) Read the articles and identify the following:

- ▶ What is the contract?
- ▶ Who are the parties involved in this contract?
- ▶ Why is a contract important in this particular transaction?

■ Check the classifieds and find services you would like for your home or apartment. Assume you want to contract a particular service and list the concerns you would like included in the contract. Review the contract to be sure it is clear and meet the needs of the "clients."

■ Develop questions you might ask individuals before you sign a contract.

■ After you have studied the development

of consumer laws, scan the paper for an example of a consumer law's being enforced. Identify the law and its benefits to consumers. If this law were not enforced adequately, what problems could arise? Does enforcing the law create any problems? Why is it important for citizens actively to encourage the enforcement of consumer laws?

■ Find an article which gives a report of a proposed consumer law (a new FTC requirement, etc.) Assume opposing sides and debate whether or not the law should be put into effect.

Juvenile law

■ Clip articles dealing with juvenile offenses and adult crimes. List similarities and differences between the laws affecting juveniles and those related to adults. In reviewing the differences, be sure to discuss such things as why names of juvenile offenders are eliminated from press reports or why and under what circumstances juveniles should be certified as adults for offenses they've committed.

■ Debate the issue of whether or not juveniles should be tried as adults in all cases.

■ Locate in the paper and define related law terms, such as adult, delinquent, child abuse and neglect, due process, consequences of actions, victim, restitution, vandalism, detention, testimony, juvenile court and certification as adult.

■ Maintain a file of clippings of advice columns which contain letters about juvenile problems and the law. Use these articles to list common juvenile problems and to rank them in the order you think is most to least important. Include reasons for your decisions. Then come up with written plans to deal with the problems. Discuss how your solutions differ from the ones given in the columns. What makes a good solution? Why are these problems important (or not important) to solve? How could these problems become problems with the law?

■ Use these articles on juvenile problems to discuss the consequences of such actions on others. What could be possible consequences to the juvenile, his family, the victim and his family and other involved parties such as a neighborhood, a school or a community?

■ Examine other newspaper articles that have similar consequences of action. Compare these and list similarities and differences of the consequences. Discuss any common findings.

■ Scan the newspaper for items about banks and other lending institutions and see which are accessible to juveniles for personal loans. What would be the only way juveniles could borrow money from lending agencies?

■ Clip articles about juvenile offenders and categorize them by offenses. What is the offense most often committed by juveniles, according to these articles?

Law making and the U.S. judicial system

■ Identify and define terms related to law-making. (Examples: bill, amendment, candidate, constituent, ordinance, statute, petition, cam-



paign, legislature, lobby, referendum, veto.)

- Scan *The Morning Call* for examples of rules and list these rules on the board. (Examples of rules can be found in comic strips (family rules), sports stories (game rules) and advice columns (social rules). Discuss why these rules are necessary and what problems occur without them. Who enforces these rules?

- As a follow-up, try to develop a rule related to some aspect of school. Write the rule as the others develop it. Then discuss the rule. Was it difficult to write? What kind of experience is necessary for writers of rule?

- On a regular basis clip at least one example of law-related information from each section of the newspaper. Is there one section that consistently has more law articles than another? Why might this be true?

- Compare various rules and laws. Discuss why, for example, fighting in a hockey game is considered a rule violation and why fighting in the street might be considered illegal.

- Find newspaper articles or photos about individuals who are constructively solving problems without legal means.

- Discuss the background, advantages and disadvantages of recycling. Then debate whether it would be better to have people voluntarily recycle or to have a law demanding that they recycle.

- Identify in newspaper articles ways in which citizens attempt to influence lawmakers. Analyze effective methods of lobbying lawmakers.

- Identify and define court-related terms in the newspaper, such as appeal, attorney, misdemeanor, felony, precedent, civil case, criminal case, evidence, resolve, interpret, plaintiff, deposition, transcript.

- Discuss whether or not the type of crime with which a person is accused should make any difference in the type of treatment he receives in

court. (Example: Should a person accused of murder be treated less fairly in court than a person accused of something much less serious?)

- Use related newspaper articles to explain the role of a witness and a juror in the court system and to identify specific ways they are vital due process.

- Use related articles to recognize some specific problems of the courts and to offer some ways of remedying those problems. How can citizens become involved in improving the court system?

- Maintain a file of articles that deal with important changes in court procedures.

- Look for articles about bills in the legislature and decide where these bills are in the process of becoming a law. What is the next step for each bill and what could happen to it at each step?

- Find articles about lobbyists and the special interest groups they represent. Determine how important these people are to our lawmaking system.

- At special times of the year the Supreme Court makes decisions on cases brought before it. Discuss the impact of these rulings. Then look at the first 10 amendments and determine what changes in their interpretation are being made to allow some of these decisions to be handed down.

Bill of Rights

- Identify and list the first 10 amendments to our Constitution. Then scan *The Morning Call* for examples of articles that relate to any of these listed rights. Indicate whether a right is being violated or supported.

- Look for articles about religion and decide if all religions are entitled to freedom from government intervention. (Example: Should the government intervene when parents, because of religious reasons, forbid medical attention for their dying children?)

- Discuss the reasons why people are searched before boarding planes or entering football games. Look through the *Calendar* listings and decide if any of the activities listed might benefit from having people searched. List arguments for and against this practice.

Employment law

- Look through the employment ads and find those which include the phrase "Equal Opportunity Employer." Define this term and identify reasons why all employers don't mention this in their ads.

- Clip articles about unions and employers who are at odds. Identify the issues involved and how they are related to laws which you've already studied. What changes in the law would you suggest to improve the situations described in the articles? What are the advantages and disadvantages of arbitration?

- Draw generalizations about the causes of labor-management conflicts by analyzing one or more press-reported strikes.

THE
MORNING
CALL

SPECIAL AREAS



Newspapers:
Good "news"
for today's
teachers

From an educational standpoint, newspapers work exceptionally well as instructional tools. Newspapers provide real-life referents for teaching what might otherwise be abstract concepts. They are up-to-date, motivational and practical. Students who read newspapers learn to sharpen life skills, develop reading, writing, speaking and listening abilities, examine

and use information presented in charts, pictures and words, gain information needed to make career decisions, and develop critical thinking skills. The list is endless. Newspapers provide students with the skills and information that are essential keys to productive adult lives.

Isn't that what teaching is all about?

Art

What do editorial cartoons, borders on advertisements, page designs and sports photos have in common? Under the right circumstances, these newspaper components, and many others, can become valuable instructional aides and a visual source of ideas for art students.

- Illustrate basic concepts of perspective with newspaper photos of buildings and street scenes. Clip and display examples of geometric design and patterns found in the newspaper pictures and advertisements.

- Use newspaper photos to study composition and display of pictures. Discuss the composition of the picture and point out any improvements you would make if you were to draw or sketch it yourself. Compare the front and back pages of the newspaper for examples of good and poor news photography and composition. Note your reactions to the photos on a sheet of paper and attach the particular news photo to it. Share these with your classmates.

- Look in the newspaper for different examples of the art forms you are studying. Cartoons are often just "comics" but may be illustrations as well. Graphics can be found in the newspaper in the form of maps and charts drawn by the artists to locate or explain an incident or event. Study the different forms of graphics appearing in the newspaper. Are they used effectively to point up a news event?

- Draw an illustration to accompany a feature story you liked. Draw the action taking place in the story.

- Create a class or individual style-sheet notebook using examples from newspaper headlines, articles and advertisements. Clip examples of these during the week and determine which type is most frequently used to show importance or which is used to draw the reader's attentions.

- Look in the classified section and clip any ads you see for jobs available for: artists, printers, designers, draftsmen. Compare the qualifications needed for each job and the differences in the salaries quoted (if any) for these jobs. As a class project, write one letter to each of these different companies, asking particular questions about the qualifications one needs for these jobs. You might also write several advertising companies to find out about advertising artists.

- Using a news story of your choosing, draw an illustration of a floral arrangement, landscaping idea, nature scene, cartoon figure or other "person" to accompany that story. Draw the furnishings of the home, for instance, or the "typical" costume of the person.

- Look in the Sunday newspaper to find examples of: primary colors, secondary colors, tints, tones, intensity, harmony and different art styles.

- Design is a very important part of the newspaper and can be very useful for a study of layout and graphic elements like illustrations, charts, type and photos. Keep a reference file of pages that are interesting, appealing or well-designed. (The front pages of a.m. Magazine would be particularly good for such a file.)

- Choose one of the colorful action words used in sports stories and draw a picture definition of it.

- Make a full color poster advertising a movie, concert or program that doesn't already have an illustrated add in the newspaper.

- Clip a black and white photo from the paper. If you had to color it, what colors would you use and why?

- Illustrate the main idea of an important event covered on the front page.

- Create your own comic strip, using those in the paper as models. Or, create a strip which illustrates one of the stories in the local or sports sections.

- Study the contents of a full-page ad in the paper. Then create your own ad (in black and white, one color or full color) for the same item or service as that in the ad you studied.

- Start a reference file or scrapbook of the various styles of letters and type found throughout the newspaper. (The same can be done with borders and illustrations.)

- Make a sculpture, painting, woodcut or stained glass model of object in a photo or ad.

- Analyze the design of a front page of The Morning Call. Note the type styles, spatial arrangement, balance, etc. and determine the focal point. Then re-design the page, using a different focal point.

- Organize your own art exhibit of items you've created that are based on emotions captured in the newspaper photos.

- Clip a photo of the face of a personality in the news, like President Reagan, Michael Jackson or Pete Rose. Reproduce the face, but change the expression or mood displayed in the photo.

- Maintain a file of seasonal artwork clipped from the paper. These clippings can be used for a variety of assignments.

- Design a logo for your art class

- Find a job in the classifieds that requires a uniform and design one that is practical and tasteful.

- Illustrate a newspaper recipe (or any other article that gives directions) in a step-by-step manner.

- Make a collage or mobile of one of your favorite news topics by cutting out related photos and words and mounting them.

Bloom's taxonomy

Almost every teacher has heard of Benjamin Bloom and his levels of questioning. He's the one who outlined the levels of understanding, which begin with knowledge, proceed to comprehension, application, analysis and synthesis and culminate with evaluation. He's also the one who reminded us that if we want students to work at the higher levels of cognition, we must ask questions not at a superficial level only but at inferential and evaluative levels, too.

Bloom's taxonomy is relevant and important to education. Following are activities which employ Bloom's techniques in several subject areas. A list of behaviors associated with each level is also given so teachers will be aware of the outcomes and skills the activities are intending to develop in students.

Some of the activities incorporate several levels.

Specific Behaviors

Knowledge — remember, recall, recognize, respond, list, state, define, identify, describe, name, gather, look, listen, read, recite.

Comprehension — classify, summarize, organize, confirm, interpret, explain, translate, extrapolate, show relationship

Application — experiment, demonstrate, show, construct, solve.

Analysis — list related problems, find evidence, list elements, identify parts, arrange, separate, order, distinguish, combine, dissect, isolate, discover insinuations, relationships and deeper meaning, divide, subtract.

Synthesis — give alternative solutions, rearrange ideas, predict, substitute, design, reconstruct, hypothesize, formulate, propose, minimize.

Evaluation — conclude, justify, criticize, judge, decide, infer, dispute, weigh, solve, rate, complete a project.

READING

Knowledge

■ Review the index and locate your favorite sections or features.

■ Write the word "fiction" on one side of the chalkboard and "non-fiction" on the other. List various parts of the newspaper in the appropriate category.

■ Assign several news articles to be read by your class. Then ask them questions based on the information found in the articles. (Examples: Tell me a sequence of events in this story. What is the location of the building which burned, etc.)

■ Prepare a list of questions based on arti-



cles, photos and ads. Organize a scavenger hunt to see who can answer all the questions first by citing the number of the pages and the columns containing the answers.

- Play the game "Who am I?" with classmates to see how many details you remember about you favorite comic strip characters or about people in the news.

Comprehension

- Give each student an article (headline removed) and ask him to write a headline for it. Remember to stress that headlines are generally written in present tense and summarize the most important information in the story.

- Follow a news event which is receiving a great deal of coverage. After several days, write a short paragraph that sums up what you've read.

- Make two columns on a sheet of paper and label one "fact" and the other "opinion". Select an ad or story from the newspaper and list all the statements of fact and opinion in the appropriate columns.

- Cut apart the panels of comic strips and number each on the back. Mix them up and ask your students to arrange them in proper sequence. (You can do the same thing with the paragraphs of a short news story, arranging them in descending order of importance.)

- Remove the dialogue from the final panel of a comic strip and see if your students can write their own to fit the rest of the strip. Compare their dialogues with the original and ask them to account for any differences.

Application

- Select a news item that could be of importance to the President and write a memo to him pointing out how this particular item could be used to his benefit.

- Discuss various advertising techniques. Use these techniques to create an ad which attempts to sell something you own.

- Imagine you are in charge of preparing a time capsule that will be opened in 200 years. Clip from the paper the items you think tell the most about our lives today.

Analysis

- Analyze ads for their effectiveness.

- Pretend you are visitors from another planet whose mission is to analyze earthlings. All you can use is a copy of a newspaper's comic section. List all the generalizations a visitor might make about Earth based on this information. Then determine which are accurate and which are misleading.

- Analyze American values as reflected in newspaper ads, editorials, news stories and photos. What things are considered important human needs? What is considered achievement?

- Clip a news story, editorial and editorial cartoon on the same subject and compare and contrast the three. How are they related?

Synthesis

- Using a newspaper of today as a refer-

ence, imagine what the headlines will be in newspaper printed 100 years from now. Will any of the news in today's paper still make headlines then? Predict which news items will still exist and

what new issues or events will be important in 2081.

- Technological changes can create new occupations and make others obsolete. Identify in the classified section jobs that were recently created (example: computer operators). Decide which ones will be obsolete by the year 2000 and which ones will be numerous.

- Follow news stories about a continuing event and predict the outcome.

Evaluation

- Use a comic strip such as "Family Circle" that depicts people of various ages and figure out the characters' ages based on vocabulary, physical appearance and development.

- Make many different newspapers available to your class. Ask them to study each one and conclude which one is the best. Be sure they justify their choices.

- Create a class newspaper. Assign positions such as editors, reporters, etc., beats to be covered and deadlines to be met. Or, create the front page of a newspaper that would have appeared during the time of The Trojan War. Romeo and Juliet, etc.

SOCIAL STUDIES

Knowledge

- When the news of a country is reported, locate that country on a map.

- Match the headlines from the newspaper with the countries (on a map) where the stories took place.

- Clip photographs and captions of people in public office and develop a notebook with them.

- Decide which editorial cartoons depict current affairs.

- Define the different types of taxes that are mentioned in the newspaper.

- A famous philosopher once said, "The more things change, the more things stay the same." Find examples of newspaper stories which support or challenge this statement.

- Select a major personality from history and construct a collage from the newspaper clippings which describe the person's intellectual, social and moral values.

- Use the newspaper to list the names of titles of international political leaders and identify each leader's role(s).

- Find examples of symbols in editorial cartoons.

- After reading several articles concerning a major social problem, list some of the reasons why these articles are carried in a newspaper.

Comprehension

- Organize a debate on why newspapers should or shouldn't be allowed to criticize the government.

- After reading the front page of the paper,



summarize in writing the most important news of the day.

- Clip from the newspaper examples of people at work and explain how the jobs are alike and different.

- Clip any news stories which parallel events in American history.

- Clip political cartoons and retitle them according to their understanding.

- Find examples of comic strips that create a sympathetic attitude toward a group.

- Clip news articles that illustrate good and bad relationships between the United States and other countries and list reasons why such relationships exist.

Application

- Choose three potential careers from the classified section that you would like and list the jobs you might get now to help them prepare for those careers. (Example: a hospital aide for a career in medicine.)

- Use the local section of the newspaper to plan tours of your community. Be sure it includes such things as schools, business areas, government buildings, etc. Or make travel posters which advertise the community.

- Discuss newspaper clippings that show how our nation participates in world affairs.

- Use newspaper clippings to construct a chart which illustrates the idea of separation of powers in our government.

Analysis

- Use newspaper articles to analyze how our system of checks and balances works.

- Divide newspaper articles into three categories which describe the activities of the President, Congress and the Supreme Court.

- Use information found in newspaper articles to determine the causes and effects of national unemployment.

- Compare and contrast a news story and

an editorial on the same topic.

- Compare through newspaper articles the similarities and differences in the methods and philosophies of black leaders around 1900 and that of black leaders who emerged after 1950.

- Compare world cultures as portrayed in newspaper articles.

Synthesis

- Look at the current news for events which reflect trends that are possibly of historical importance. (Examples: decline in population, lack of energy resources.) Discuss the reasons for these trends and the implications they may hold for the future.

- Clip articles dealing with the present United States economic situation and formulate a generalization of it.

- Predict who will be successful in an upcoming election and explain the reasons for their choices.

- Select an important event from history and reconstruct it as modern news story.

Evaluation

- Create a newspaper (or front page of one) from an important period of history, such as the Golden Age of Greece, or Japan during World War II.

- Attack or defend the statement "The business of the United States is business," using specific facts from newspaper clippings to support your hypotheses.

- Construct ads for items from a historic era. (Example: coat of armor for sale.)

- Select an article dealing with local controversy such a zoning problem and propose solutions for it. Discuss the feasibility of your proposals.

- Assign your students a paper titled "Labor Unions Have Too Much Power." Have them study the newspaper for information which supports the statement.

- Prepare an in-depth report on a current socioeconomic problem (unemployment of the young, problems of the aged) based on information found in newspaper articles.

MATH and SCIENCE

Knowledge

- Make a scrap book of different types of graphs (bar, line, circle, etc.) clipped from the newspaper. Be sure to label each one.

- Look through the newspaper and find examples of triangles, squares, ellipses, cylinders, and other polygons. Paste these in a notebook or on a large classroom chart.

- Develop addition, subtraction, multiplication and division problems for your students by using the sports scores or the numbers found in ads.

- Calculate the win-loss percentages of your favorite teams.

- Identify different animals pictured or mentioned in newspaper articles and ads, particularly classified ads. Distinguish which are domestic and which are wild. Use these as a springboard

for discussion of care of pets and animals.

Comprehension

■ Clip items from the newspaper and paste them on paper to illustrate sets. (Two cars, four men wearing hats, etc.)

■ Select a recipe from the newspaper and make a shopping list of the ingredients needed for it. Then "go shopping" for these items in the food ads. Compare their costs. Did any use coupons to increase savings?

■ Compile a list of characteristics which help animals survive. (Thickness of fur, speed, etc.) Then use the newspaper to find examples of lessons man has learned from animals, such as camouflage.



■ Use the listings in the weather report to practice converting Fahrenheit temperatures to Celsius.

■ Find ads for energy-saving products and discuss how they save energy.

■ Electrical energy has become necessary to man's existence. Circle 20 items in the newspapers that depend on electricity in some way. What type of power does electricity provide for each one?

Application

■ Look at the restaurant ads and check the prices for a certain meal. Then figure the cost of that meal for the number of people in their families, including tax and tips. Clip ads for those same foods in retail groceries and calculate the cost of feeding those same people at home. Discuss which is more economical.

■ Design an activity centering around preparing a personal or family budget limited by a

given income.

■ When items are presented in the ads as costing so much per pound, calculate the cost of one-half pound or ounce.

■ Watch the newspaper for stories or ads of safety hazards associated with each season and list the hazards possible and behaviors that lead to them. As a group, discuss how individuals can safely deal with these hazards.

■ Look through the grocery ads and clip items which you could use to make a chart illustrating the four basic food groups.

■ Use newspaper articles to make a list of the forms of energy necessary to maintain modern American living.

Analysis

■ As a class, compare prices for foreign-made appliances and similar American-made items. Are prices similar or is there a wide variation? Discuss the reasons for any variations.

■ Pick several food ads and compare the costs of two items at a large chain store, an independent store, a small neighborhood store and a discount store. Discuss the possible reasons for the difference in prices.

■ Examine the comic strips to find examples of characters who are defying the laws of science.

■ Find newspaper examples which show how man has changed or controlled his environment.

Synthesis

■ Challenge your students to get the number of yesterday's temperature by using a given numeral. (Example, the numeral 3. $(3 \times 3) - 3 \times (3 \times 3) + 3 = 57$.)

■ Use the travel section of the newspaper to plan a trip with an imaginary \$1000.

■ Read a news story that is receiving a great deal of coverage and use the scientific method to predict the outcome of the story.

Evaluation

■ Divide a piece of paper and label one half "Wants" and the other "Need" and clip from the newspaper items which fit into these categories. Use ads to compare the costs of these needs and wants.

■ Find articles about natural disasters and use the information in them to determine the causes as well as any preventative measures which could have been taken.

■ Read articles dealing with gardening and use this information to create a chart showing the best times to plant various flower and fruits.

LANGUAGE ARTS

Knowledge

■ Clip from the newspaper words that rhyme and paste them in pairs on paper. When you've gathered several pairs, write short poems using these words.

■ List all the persuasive words you find on one page of classified ads.

■ Reproduce a short news story for your students, leaving out all the punctuation marks. Ask your students to correctly punctuate the

passage and check their work with the original newspaper story.

- Scan the newspaper for examples of such word constructions as blends, suffixes, acronyms or five-syllable words.

Comprehension

- Classify advertised items according to texture. Which items are hard, smooth, cold, etc.? Save these ads for future use as writing topics.

- Create a booklet titled "This is Me" made up entirely of things clipped from the newspaper.

- Find newspaper photos which you think are the funniest, best and worst and organize them in such a way so as to create a story with them.

- Draw headlines from a hat and deliver two or three-minute impromptu speeches based on them.

- Remove the caption from several news photos and ask your students to write a short statement based on the action in the photo.

- Identify the emotions on the faces of people in newspaper photographs.

Application

- The newspaper offers many opportunities for practicing letter-writing skills. Write or answer letters to the editor, to Dear Abby or to a prospective employer in the classified section.

- Write a story based on the information given in the lead paragraph of a front page story.

- Underline all the words in the sports section used in place of "win" and "lose."

- Stimulate a job-hunting experience for your students by staging employer — applicant interviews.

Analysis

- Write obituaries for characters in their favorite comic strip, short stories or TV shows by using newspaper obits as models.

- Write letters to publishers of other newspapers to request copies of their papers for classroom study. Compare the editions by listing the similarities and differences in chart form.

- Analyze editorials and identify the four major parts — the question, proof, conclusion and suggestion for reader action — in each one. Then write your own editorials on issues that are important to you. Be sure to include the four parts.

- Determine the meanings of new words in

the newspaper by their use in the sentences.

- Read your astrological forecast and determine its accuracy.

- Pretend you are setting out on a trip around the world. The journey, which will take a year, will be made in a 30-foot boat. Select from the newspaper items you'll need or want for the trip. Remember that everything you take must fit in the boat. Discuss your choices.

Synthesis

- Read several "Houses for Sale" ads and write an imaginary story explaining why the house is being sold.

- Write a short story involving a personality in the front page news, given the following restraints:

- 1.) The setting of the story must be based on the setting of the lead article appearing on the front page of the local section.

- 2.) Graphic details must be taken from items which appear in the first column of "household goods" in the classified section.

- 3.) The initial incident of the story must come from the first panel of their favorite comic strip.

- Close your eyes and listen to the noises heard inside and outside the classroom. Then write a feature story about the classroom based on the noises that you heard.

Evaluation

- Read a news story dealing with a decision made by a government official and prepare a letter to the official, rebutting or supporting the decision.

- Classified ads are written as concisely as possible to save the advertiser money. Study examples of these ads and construct your own to sell objects in the classroom.

- Practice writing lead paragraphs by recalling outstanding events in your life, listing the 5W's surrounding them and using these to write one paragraph describing each event.

- Read the newspaper each day during any professional play-off series (such as the Super Bowl) and collect information on the performance of the players. At the end of the series, form a panel and discuss and document the selections for the MVP award.

- Use a current newspaper as a reference to imagine what the headlines will be 100 years from now.

- Rewrite well-known children's stories in news story form.

Bulletin boards

Bulletin boards are an excellent means of supplementing your newspaper lessons. They can be used for introductory purposes, to call attention to a particular part of a lesson, or to conclude it.

Following are some ways to maximize their utility.

- On a bulletin board, construct a calendar for the month. As you read the newspaper each day, select the top science news story of the day and put it on the calendar.

- Make a bulletin board of devices clipped from the newspaper that will improve efficiency (of time and effort) or safety in the home, in travel or in industry.

- Divide the bulletin board into four sections labeled "happy," "sad," "angry" and "silly." Throughout the week, clip pictures and words from the newspaper to illustrate each category.

- Make a bulletin board of newspaper advertisements from banks and lending institutions to show varying interest rates and different methods for saving and borrowing.

- Use a world map to try to find political leaders from different countries in newspaper stories. Underline the leader's name and title and pin the article to the bulletin board outside the map. Run a piece of yarn or inexpensive gift-wrapping ribbon between the clipping and the country on the map.

- Divide the bulletin board into four sections: world, national, state and local. Pin important stories in the proper sections.

- Divide the bulletin board into sections of interest such as politics, business, fashion, sports, crime disasters, schools, etc. Attach important stories in the proper sections to keep abreast of the latest news.

- Divide the bulletin board into the four basic food groups. (You can add a junk food category.) Using the grocery ads, clip the foods and pin them in the proper food groups.

- Prepare a collage of pictures, numbers, words, items and objects to illustrate how numbers influence their lives.

- Watch history being made by making a time line. String yarn around the classroom and every day add one article that you feel is important. At the end of the school year, review the most important news events that you saved. Were there more positive or negative events recorded on your time line? Which event do you think will be remembered the longest? Which had the greatest impact on society? (Don't forget to date each article.)

- Make a train on the bulletin board and have students "load" the train to reinforce reading skills. For example, label boxcars "antonyms," "homonyms," "synonyms," "prefixes" and "suffixes." Find examples of each in the newspaper, clip and pin on the appropriate box

car.

- Display foreign newspapers to create interest.

- Have the front page of the newspaper on the bulletin board with arrows pointing to specific parts.

- Compare the front pages of several papers for the same day.

- Construct a "Word Box," adding a new word from the newspaper each day.

- Divide the bulletin board into two sections for "glad news" and "sad news." Post articles each day from the newspaper.

- Make a picture alphabet.

- Make clocks showing time for favorite movies and television shows.

- Make and post a weather map. Use the newspaper listings to write in temperatures in specific cities each day.

- Chart political thought and action on the bulletin board using articles about politicians, laws, bills, etc.

- Display pictures showing different means of communication.

- Provide headlines for organizing news into categories of national, international, state and local.

- At election time, have a Ballot Box Bulletin Board.

- Make a "Faces in the News" board.

- Follow the President's activities for a week, putting up articles about each travel, speech, etc.

- Chart the way state legislators vote on issues.

- On a picture of a world map, pin datelines on articles.

- Have a weekly study of different countries. Cut out and display articles on your specific country.

- Cut out headlines and pin them on a bulletin board under the proper part of the newspaper.

- Cut out pictures to display depicting different emotions.

- Mount pictures from advertisements and beneath each ad list words that describe the ad.

- Cut out clippings of class members, family members or friends and put it under a special heading like "We Made the News."

- Have class members design and draw an editorial cartoon from a front page story to display.

- Construct a bulletin board titled "We Are Newspaper Reporters" and post articles you and your classmates have written.

- Make a gallery of governmental officials pictures — Cabinet, Supreme Court, Senators, etc.

■ Collect articles to display on an "Ecology" board.

■ Show pictures depicting the printing process of a newspaper.

■ Make a bulletin board using pictures of food to show the different food groups.

■ Put the most important news for that day on a "News Calendar" bulletin board.

■ Display copies of student-made newspapers.

Career education

Familiarizing students with the world of work is one of the 12 goals of quality education mandated by the state. Schools must, somewhere in the curricula, provide students with opportunities to explore the job market and find out what types of jobs exist.

If you're an educator who's planning a career awareness unit, the newspaper can be an ideal resource tool because it is the most readily available key to the local labor market. Every day in the classified section, employment ads describe actual job openings, job requirements and benefits. Frequently, articles published in the news and feature sections cover job market conditions and various occupations. Wedding announcements also list the careers of the couple.

The following activities are designed to introduce students to the world of work and to encourage them to consider their own futures and aspirations.

- Use the index to locate the classified ads. Skim the headings for the employment listings. Notice that these ads are arranged alphabetically.

- Review the abbreviations which are commonly used in employment ads.

- Classify various occupational titles as skilled and unskilled, indoor and outdoor and mental and physical. Or categorize them according to the following set of job clusters: Business and office; communications and media; marketing and distribution; construction; manufacturing; transportation; environmental control; public service; health; hospitality and recreation; personal services, consumer and homemaking and fine arts and humanities.

- Make a collage of jobs that interest you by using classified ads, photos, headlines, articles and illustrations. Explain your collage to the class. (Elementary students could make a picture dictionary of various jobs.)

- Study the classified ads and discuss such things as employment agencies, commissions, day and night shifts, fringe benefits and ads that promise much but may offer little.

- Clip three news photos which show people in different work environments and identify the attitudes and abilities essential to someone in those jobs.

- Select an ad for three interesting jobs and calculate the weekly, monthly and yearly gross and net pays.

- Select five classified ads which describe jobs that interest you and list the requirements for each one. Which jobs could you do right now? Which would require training?

- Prepare a personal resume. (Information included in a resume is name, address, telephone, social security number, educational and employment background, special interests, skills and hobbies and references.)

- Analyze selected jobs by answering these questions: Is the work indoors or outdoors? Would the employee work alone or with others? Are the hours regular? Is a uniform required and if so, is it furnished? How would this employee be paid? (hourly, commission, etc.) Are holidays, medical benefits and insurance included. Is the job union or nonunion.

- Write to several companies for sample applications and duplicate them for the class. Have



the students fill them out for practice and identify which questions appear on almost every application. What are some of the common terms found on applications?

- Stimulate a job-hunting experience. Select from the classifieds a job you like and "apply" for it. Conduct mock interviews for these positions. Practice sending letters of application and follow-up letters.

- Maintain a weekly bulletin board display of stories, ads and photos related to a particular area or work each week.

- Use newspaper information to prepare a report on how a changing economy can affect your selections of careers.

- Use newspaper information to prepare a list of jobs for which people are elected, not hired.

- Identify in the classified listings jobs that did not exist 20 years ago and discuss reasons for the development of these jobs. Predict which jobs will not exist 20 years from now.

- Find examples of job stereotypes in the comic strips. (Example: the persistent door-to-door salesman in "Blondie.")

The following activities are designed to get students thinking about their futures and personal goals.

■ Browse through the classifieds and put a check next to the jobs you're interested in. (Be realistic about your choices. It isn't possible for everyone to have technical or mechanical skills.)

■ Locate articles and photos about successful people and identify in these stories the reasons for their success. Use this information to form your own definition of "success."

■ After studying and listing the contents of obituaries, practice writing your own obit. (This activity is not intended to be morbid. It has been successfully used to motivate students to seriously think about where they are headed and can be more effective and straight-forward than writing essays on what they would like to be.)

■ Separate the class into groups and have each group plan to start its own company. Questions they must consider are: What kind of company it would be? What is its purpose? Who is the boss and what will he do? How will the business

be financed? How long will the work day be and how much vacation will be offered? What type of people will be needed and how will they be hired? What possible problems can be anticipated?

■ To make money, to become famous, to help others, to avoid boredom, to learn something new, to meet new people, to have power over others, to make a contribution to society, to fulfill a particular interest and to develop a skill are the common reasons why people work. Look at the kind(s) of jobs in which you're interested and decide for which reasons you're interested. What do you want to get out of working?

■ Aptitude is a natural talent; ability is that which we can do well. Awareness of one's aptitudes and abilities is important to the selection of realistic career goals. Make a list of what you consider to be your aptitudes and abilities and compare these to your career interests. Are the choices realistic?

■ Identify five occupations in the classified listings that involve dealing with people as clients or customers.

Foreign languages

Foreign language teachers sometimes find it difficult to make the material in their courses relevant to students. "Why must we study French?" and "Latin is of no use to me" are typical reactions from students living in an English world.

Newspapers can help teachers who are facing this problem. Daily newspapers are full of words and phrases that were derived from or make reference to various foreign languages and can be used as points of reference with which students can identify. Newspapers also record stories about foreign places which can help students appreciate the cultural aspects that surround the study of a language and its people.

The following activities are designed to show students the impact of foreign languages on our own language and the value of studying them.

Vocabulary

- Clip from the newspaper for bulletin board displays or notebooks such items as:

- English words derived from Latin or Greek words containing Latin or Greek roots. (Examples: aqua, transportation, radius.)

- Latin abbreviations. (Examples: ad lib, i.e., e.g.)

- Latin, French and Spanish words or phrases used in English. (Example: bona fide, chauffeur, mantilla.)

- Create a scrapbook of newspaper words or illustrations related to Greek and Roman mythology. (Examples: Mercury cars, Apollo rockets, Hercules tires, Olympic pools.)

- Locate and define the names of foreign people, cities, schools, foods and customs. These words could also be used for spelling lessons.

- Construct foreign word lists or notebooks by using words clipped from a newspaper. Include on the lists such things as root derivations, meanings and use.

- Obtain a copy of an American newspaper and a newspaper from the country whose language you are studying. Locate in the English edition foreign words that have become part of the English language. (Examples: soup du Jour, chandelier, entrepreneur.) Also look in the foreign newspaper for English words that have become part of the foreign language.

Then identify the literal meaning of each word, the meaning as it is used in the other language and the probable reasons for the words becoming a part of another language.

Foreign culture awareness

- Compare society or family sections in American newspapers and in foreign ones. List the events that are given major coverage in each.

- Use ads in foreign and local newspapers to compare clothing styles and prices.

- Start files of newspaper clippings dealing with the culture of the country that uses the language you are studying. Categorize the files according to various cultural aspects, like religion, government or foods.

- Use the travel section and the classified ads to identify career possibilities which require knowledge of a foreign language. (Examples: travel agents, translators, airline personnel.)

- Maintain a file of newspaper recipes for foreign dishes.

- Read a local newspaper on a regular basis and list the current events of the country they are studying. Use these to discuss and compare lifestyles of that country and of the United States.

- Use the travel sections and other related articles to "plan a trip" to the foreign country. Make a list of the sites you'd expect to see during your "trip."

- Collect newspaper articles, photos, charts, maps, etc. that have to do with the country you are studying and use these to create a scrapbook. Include items relating to the history of the country, its education, recreation, values, economic level, ethnic distribution, societal and governmental structure, climate and geography.

- Compare the sports sections of a local and a foreign paper. How many of the same sports are covered?

Practical usage

- Orally compare, in the foreign language, the page formats of an American and foreign newspaper. Are there more similarities than differences?

- Write a comparison, in the foreign language, of the news coverage of the same event in an American and a foreign newspaper.

- Rewrite a U.S. ad in the foreign language. Use popular foreign phrases, clichés or drawings.

- Compare the comic strips in foreign and local newspapers and prepare, in the foreign language, an oral report which summarizes the subjects covered in the strips and the universality of humor.

- Summarize in either language an article from the foreign paper. Be sure to identify the main idea from the context of the story.

- Write an essay in the foreign language on a subject that has received a great deal of news coverage recently. Include your opinions in the essay.

- Compose, in the foreign language, headlines for recent news events.

- Locate ads in a foreign paper for products for which we have little or no market. Construct an ad in English for the product.

Health

Americans now are more health conscious than they've probably ever been. People of all ages and lifestyles are beginning to include in their daily routines things like jogging, walking and biking. They're joining local fitness centers and racquetball clubs and are cautious about the kinds of foods they ingest. They're also concerned about environmental hazards that are dangerous to our general health.

■ Discuss how food intake is related to a person's general health. Collect related Morning Call articles to enhance your discussion.

■ Because of changing lifestyles, breakfast, lunch and dinner in many households may be catch-as-catch-can. Analyze advertisements for typical meals eaten on the run and determine whether they are nutritionally balanced. Grab fresh fruit, vegetables and salads for quick meals and snacks instead of "junk food."

■ Get into the habit of reading food labels. (The order in which the ingredients are listed on a label indicates which ingredients predominate.) Note such things as "artificially flavored," "imitation," "net weight" vs. "drained weight" and "no preservatives." Is any of this information included in food ads?

■ Medical research suggests that excessive amounts of sugar can cause, aggressive, irritable or hyperactive behavior in some children. Sugar is also implicated in other problems, like tooth decay and obesity. Find articles on this topic.

Discuss other appealing choices.

■ Use related newspaper information to explore the controversy surrounding food additives. Distinguish between chemical additives which may be harmful and other additives which may provide nutrients that some people do not obtain in their normal diets.

■ Anorexia and bulimia are affecting children as well as adults. Use related Morning Call information to discuss with students the consequences of these two disorders. Talk about the differences between excessive thinness and a sensible diet and fitness program. Discuss the benefits and potential dangers of other diet trends.

■ The primary purpose of the Food and Drug Administration (FDA) is to protect the public from receiving contaminated or substandard food. Use newspaper information to become aware of this organization and of actions taken by it.

■ A major source of information about foods and nutrition is the media. Study TV and radio commercials and printed advertisements and discuss the kinds of foods that are being promoted. Analyze the reasons advertisers give to persuade consumers to buy their food products. How many are nutritional reasons? What is the main message of each ad or commercial?

■ Collect information from the newspaper about eating habits in general. Discuss how out-



side factors like climate, tradition, social influences, environment, availability and personal attitudes affect eating habits. Stress the importance of making healthy food choices whenever possible.

■ Dental health very much depends on the foods we eat. Clip pictures of food products that are both healthful and harmful to our teeth. Then appoint a committee to design a bulletin board display titled: "FOOD DO'S AND DON'TS FOR DENTAL HEALTH."

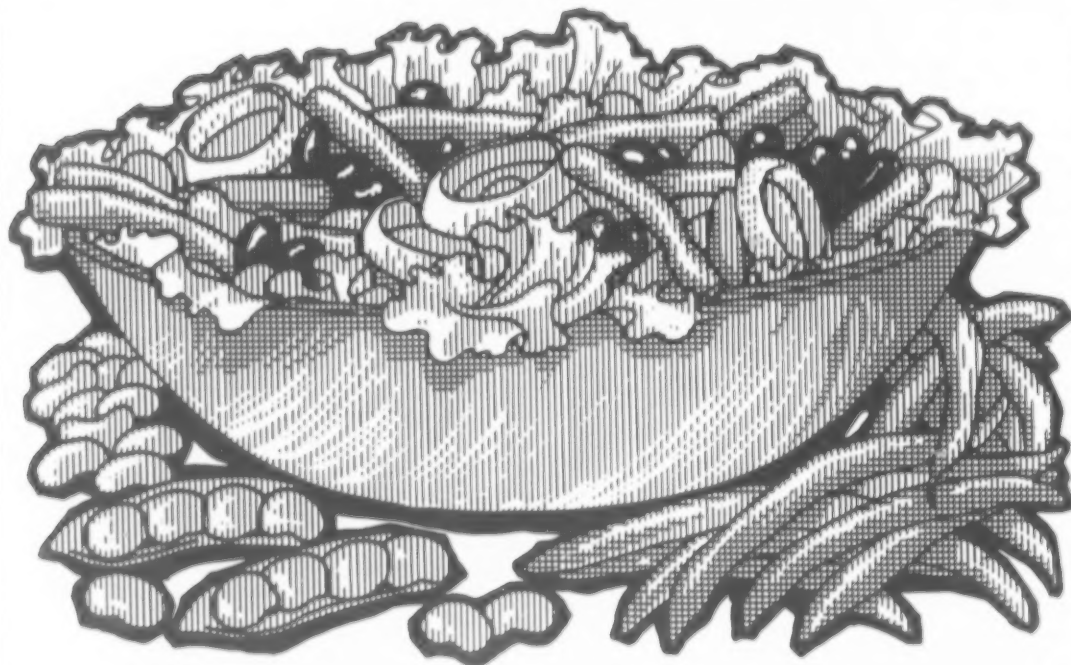
■ Select a recipe from the newspaper and analyze it for the nutritional content of each of the items listed. Identify the important nutritional requirements it fulfills, the important requirements it lacks and harmful ingredients it might contain. (Elementary students could then make a picture poster showing how to make this recipe, using photos, words and illustrations clipped from the paper.)

■ Although nutrition barely differs among cuts of the same type of meat, prices often vary by more than a dollar a pound. For a lesson in cost vs. nutrition, list all the cuts of each type of meat advertised in the newspaper along with the costs per pound for each cut. Allowing for bones and waste, which cuts were the most economical?

■ Use items clipped from food ads to illustrate the basic food groups (dairy, meat and fish, cereals and breads, fruits and vegetables).

■ Maintain a file of newspaper clippings related to nutrition.

■ Clip from the food ads the ingredients of



a nutritional breakfast, lunch and dinner and paste these on paper plates.

- Prepare a food column on nutrition-related topics. If possible, "publish" these articles on the bulletin board, in a mimeographed newspaper, or some similar form.

- Study grocery store ads and find five foods rich in main nutrients. Discuss food values and their relation to costs.

- List the different cuts of meat found in food ads and suggest nutritional and appealing ways to prepare these cuts. Include suggestions for nutritional side dishes to accompany the meats.

- Use grocery ads and inserts to create a "nutritious" alphabet. Clip food pictures or words that start with each alphabet letter. On a large sheet of construction paper or in a journal of separate pages, print each alphabet letter, paste or tape examples. Discuss why examples chosen are necessary for good nutrition. To expand this activity, write food group classification by your examples.

- Use "junk" food ads or coupons as the basis for a speech or creative writing activity. Prepare pseudo-serious rationalization on why this kind of product is necessary as an integral part of daily diet.

- Choose five nutritious food products and five "junk food" products from newspaper grocery ads and break their cost down to "per ounce" comparison. Results may be shown by a graph or chart. Clip words or pictures to illustrate or decorate your project.

- Compare ads for health services available in your community. Identify what each has to offer in relation to cost.

- Study the death notices in The Morning Call and calculate the median age at which people died. Were there more males than females? Find as many causes of death as are listed and compare them with major health problems nationally.

- The three common forms of addiction are to alcohol, drugs and nicotine. Clip and save articles about these addictions. How does one become addicted to something? Can addiction problems be cured?

- Collect newspaper information about home remedies that are currently available. What kinds of medicines can be bought over-the-counter as compared to prescription medicines? How does the generic medication ruling affect consumers? What are the dangers of self-medication?

- Locate articles that illustrate the rising cost of being sick. Discuss various ways that families face the cost of illness today.

- Using articles you've collected about nutrition, discuss what is meant by good health and how food intake is related to it.

- Use newspaper information to discuss the essentials of good grooming.

- Look through the newspaper and cut out five advertisements that show products which help you stay healthy. Why did you choose these particular products?

- Select a newspaper article about someone who is ill. What is wrong with the person and what kind of treatment did the story mention? Write a page about the last time you were sick and what you had to do to get well.

Holidays

Holiday time is certainly one of the most challenging times of year for teachers. When holidays are approaching, students are generally more interested in the season than they are in school work.

Christmas is a particularly good time to use newspapers to teach. They can help channel holiday excitement and still provide meaningful learning experiences. Because they contain current and relevant information, newspapers, particularly the sports, features and comic sections, can also provide that extra motivation students sometimes need.

Christmas gifts

- Gift-giving is an important part of the holiday season. Make a list of gifts for your families and friends. Compare advertisements for items on your list. Which merchants offer the lowest and highest prices?

- Compare the costs of purchasing gifts by cash and by credit card.

- Use ads for special holiday sales to calculate the percentage of savings for several items.

- Use ditto or mimeograph machines to create checks and personal accounts for each of your students. Assign them imaginary balances and allow them to use these balances to "shop" in newspaper ads for gifts they'd like to give at Christmas. See who gets the best deals. (The same activity can be extended to include food ads. Have students also shop for the ingredients for their Christmas dinners.)

- Compile personal "Christmas gift" lists, limited to 15 items each. Use the ads to figure how costly it would be to purchase all the items on their lists. Then compute the difference between the highest and lowest price for one item on your list. What percentage would you save if



the item was bought at the store with the lowest price?

- When you've returned from Christmas vacation, check ads again for items that were on your lists. Compare the prices with those listed before Christmas. Is there a difference?

- Design a display ad for the item you want most for Christmas. (Use newspaper ads as models.) The ad must illustrate how much you want this gift. Clip and use newspaper art and letters on your ad.

- Consider the appropriateness of your choices for gifts, keeping in mind such things as safety, practicality, possible uses, durability and the reaction from the receiver.

- Not all gifts can be bought. Select as a class 10 people from the news and decide one thing each of those persons would want most for Christmas. (These gifts do not have to be material items.) Then pretend you can give just one gift to one of the newsmakers. Ask the class to vote on what gift would be given and to whom. Discuss why that person was selected.

Christmas dinner

- For most people, the holidays are a time of feasting. Plan a well-balanced and appealing Christmas dinner for the number of people in your family. First make a list of the ingredients and figure the amounts needed. Then use the grocery store ads, inserts and coupons to calculate the cost of the meal. See who plans the most economical meal.

- Analyze the restaurant reviews found in the paper. Then write reviews of your family's Christmas dinners, using the newspaper reviews as models. When you return from vacation, share your reviews with the class.

Holiday safety

- Use seasonal art found in the paper to create posters which demonstrate some aspect of holiday safety. Or design display ads which "sell" the idea of holiday safety.

- Examine holiday ads for items which, although potentially dangerous, are safe if used properly. (Examples: glass tree ornaments or angel hair.)

- Find examples of gifts for small children which could be harmful to them. (Example: a toy or game with very small pieces which young children might swallow.)

Miscellaneous holiday activities

- Rewrite the poem "The Night Before Christmas" or a popular Christmas carol in news story form. Be sure the 5W's are stressed.

- Compose classified ads which ask for elves to help Santa. Limit the ads to 15 words. Or pretend that because he has more packages to deliver this year, Santa must hire more reindeer. Write classified ads for this.

- Use articles about Christmas to learn about various holiday customs around the world. Keep a file of these articles.

- Compile from the newspaper a list of holi-

day words and their meanings (taken from context if possible). (Examples: wreath, Noel, carol, Chanukah, mistletoe.)

- Use seasonal art to create their own Christmas cards.

- Use newspaper references to Chanukah and Christmas as a starting point for a comparative study of Christianity and Judaism.

- Place the phrase "Peace on Earth, Good Will toward Men" on a bulletin board. Clip from The Morning Call photos or stories which illustrate the meaning of these words. Identify examples like school groups visiting nursing homes or collections for the needy. Post clippings on the board and add new examples daily. (These clippings can be used later as a basis for discussion on community involvement.)

- Use the newspaper to identify parts of the world that are not now at peace and locate them on a globe or map.

- Scan The Morning Call for examples of people who have problems specifically because of the holidays. (Many examples can be found in "Dear Abby" letters, editorial cartoons, the comics as well as news stories and photos.) Suggest possible solutions to these problems.

- Musical, craft and other groups will be scheduling special shows, concerts and open houses for the holiday season. Check the Calendar listings and other parts of the paper to find events you would enjoy.

- Write short stories or paragraphs based on seasonal topics found in the newspaper.

- Identify holiday-related situations presented in comic strips and editorial cartoons and the commentary each makes.

- Look at the words to the song, "The Twelve Days of Christmas." Find in the paper things that come in sets of one through 12. For example, tires usually come in sets of four or two, eggs come in sets of 12. If you cannot find a set for a number, you may clip the number from the newspaper and paste it on a sheet of

paper. Clip the sets you find and paste them in order on a sheet of paper. Rewrite the "Twelve Days of Christmas," substituting the items you have found for the things listed in the "Twelve Days of Christmas."

- Choose two classmates to work with you on this scavenger hunt. See which group is first to clip from the paper all the holiday items in the list below.

- A dreidel
- A Christmas tree
- The word "December"
- A turkey
- A gift-wrapped present
- A holiday wreath
- A dove either pictured or mentioned
- A tree ornament
- Name of a city where it snows
- A Reindeer
- A U.S. map to guide Santa

A toy

January activities

- Develop a list of New Year's resolutions for a major news personality based on information given about that person in the paper.

- Pretend it is New Year's Day 100 years from now. Design a front page of the paper you think will be published January 1, 2087. Discuss what the major stories are likely to be. ■ January 6 is Carl Sandburg's birthday. His noted poem, *America* depicts life in our country. Clip examples from the paper that give an overview of American life today. How do these examples compare to Sandburg's images?

- January 9 is Richard Nixon's birthday. Review the Watergate scandal and relate it to the role of the press in our country. How was this incident an example of freedom of the press? Find examples in current newspapers of how the press protects our liberties.

- January 15 is Martin Luther King's birthday. Look through the paper and clip articles about black leaders and black activists groups. What are the aims of these leaders and groups? Or collect stories that deal with current civil rights struggles and use these for class discussion.

- January 17 is Benjamin Franklin's birthday. Have primary students clip examples from ads of things that require electricity. Have older students find in the paper examples of products, material things or concepts that would not be possible without electricity. Or have them use newspaper information to prepare a report on how electricity helps man do his work.

- January 18 is the birthday of A.A. Milne, author of Winnie the Pooh stories. Rewrite one of the Pooh classics in news story form. Or draw original Winnie the Pooh comic strips.

- January 27 is Wolfgang Mozart's birthday. Use newspaper music reviews as models to write your own review of a Mozart song. Or write a report which compares Mozart's music to music that is popular today.

- January 30 is the birthday of FDR, who was known for his "fireside chats." Find topics in the newspaper that FDR might have used for these chats.

February activities

- Construct a class calendar for February to display on the bulletin board. Use words and symbols clipped from the newspaper to note on the calendar significant dates, like Valentine's Day and Washington's Birthday.

- Abraham Lincoln loved to read books, and was known to have walked miles to borrow books to read. In his day, walking a horseback riding were the main modes of transportation; today we have many ways of getting to different places. Clip from The Morning Call examples of modern types of transportation, paste them on paper and label each one. Discuss which is the most expensive form and which form would be used to travel to Europe or to another city in this state.

- It's a custom to exchange Valentine cards



on February 14. Clip headline words and illustrations from ads and use these, along with construction paper, glue, etc. to create and decorate original cards. Be sure to write a Valentine message inside each one.

■ Valentine's Day advertisements often contain symbols like the heart and arrow and Cupid. Allow primary students to color these illustrations. (The same can be done with illustrations for Lincoln's and Washington's birthdays.)

■ Many stores have special sales for Washington's birthday. Look through *The Morning Call* and clip three such ads. Choose one item in each ad that you would like to buy, write the name of the item on a sheet of paper, and list its sale price. If the original price is also given, compute the difference between the original and sale price. How much would you save on each item by buying it at the sale?

■ Scan the newspaper photos and ads and identify things that did not exist when Lincoln and Washington were alive.

■ Use textbook information and newspaper articles to compare the responsibilities and issues of Lincoln's and Washington's time to those of Reagan.

■ Look for stories about Leap Year and use the information in them to discuss this event.

Mother's/Father's Day activities

■ Clip stories about the duties and responsibilities of being a parent. Discuss these with the class.

■ Clip headline words, photos and illustrations which describe your mother/father and create a collage with them. Use your collage to explain the qualities your mother/father has.

■ Hold a "Mother/Father of the Week" contest by choosing contestants from the news. After listing your criteria for such an honor, review the qualifications of each candidate. Select a winner and justify your choice.

■ Clip words and drawings from the paper and use these to create original Mother's/Father's Day cards.

■ Scan the advertisements for flowers or other suitable gifts that you can afford to buy for your mother or father. Make a list of prices at various stores.

■ Clip 10 verbs from headlines that tell how you could make Mother's/Father's day special day.

■ Construct scrapbooks for your mother/father containing helpful items clipped from the paper. (Examples: recipes, articles that pertain to personal interest or hobbies, coupons.)

Home economics

“Home economics is the study of laws, conditions, principles and ideals which are concerned on one hand with man’s immediate physical environment, and on the other hand with his nature as a special being, and is the study especially on the relation between these two factors.”

This definition was stated many years ago by Ellen S. Richards, who is credited with founding Home Economics as a profession in 1910. The definition still holds today and negates the common perception that “cooking and sewing” is the basis of Home Economist’s philosophy. As stated by Richards, Home Economics goes beyond this concept to focus on the study of man as a social being with wants and needs and on the analysis of action that can satisfy these needs. It also stresses the importance of preparing students to face the realities of daily living.

The newspaper in this reality-oriented setting can be a valuable asset. Besides bringing the real world into the classroom, it can also act as a springboard to many learning activities related to the Home Economics irriculum.

Most Home Economics programs include six general areas of study — Human Development and Family Life Education, Health, Foods and Nutrition, Textiles and Clothing, Consumer Education and Housing and Life Styles. Following are activities grouped by these areas.

Human Development and Family Life

- Clip 25 photos from the Morning Call which show people and arrange them chronologically from childhood through old age. Then compose brief written descriptions of the visible differences between the generations.

- Choose one general age group and not the individual differences you see within the group. Discuss why differences are important.

- List the kinds of activities each age group is involved in in the photos. Then prepare a chart showing how physical interest and involvement change with maturation.

- Make up a “family” involving various members from the newspaper photos. Use other parts of the newspaper to describe the probable life style of each. Use the classified ads to locate an appropriate home for them.

- Use the “family” you have just created to show how a family’s budget must meet the changing needs of the age groups in the family. Or construct a bulletin board describing the financial responsibilities of each member during various stages of the family life cycle.

- Use the Morning Call to plan a weekend of recreation for your “family.” What kinds of activities would each member be interested in and how could all the interests be satisfied with a small budget?

- Identify the different emotions we all ex-

perience by constructing a collage of emotions, both negative and positive, using words and illustrations clipped from the Morning Call. Then use these collages to describe the emotional needs of each life stage.

- Locate articles in the Morning Call of a crisis that could strike your “family.” To what kinds of hazards would each age group be subjected? How will your “family” react to this crisis?

- Using the headline “Nobody ever said marriage was supposed to be easy,” discuss some of the strains on marriage today and how they are different from those of prior generations. Use examples from the Morning Call to support your opinions.

- Collect articles about modern marriage and use them to prepare a panel discussion on the pros and cons of living together.

- After you have collected articles and illustrations about changes in the status of women; make a poster that reflects some of the changing societal roles of women today. Use it as a springboard for a discussion on how you feel about being a boy or girl growing up in today’s world.

- Role play how it would feel to be an old person in a youth-loving world. What are some of the things you would have to cope with? How might your family react to you?

- Guess the ages of the children in the Family Circus comic strip, based on their vocabulary, appearance and behavior.

- Write a character profile of a DEAR ABBY writer.

Health

- Compare advertisements for health services available for your community. Identify what each has to offer in relation to cost. Why are so many available for people who are overweight? How does this relate to other health problems?

- Look at the death notices in the Morning Call and find the median age at which the people died. Were there more males than females? Can you determine why? Find as many causes of death as are listed and compare them with the major health problems nationally.

- The three forms of addiction commonly found are to alcohol, drugs and nicotine. Clip and save articles about these addictions. How does one become addicted to something? Can addiction problems be cured?

- Gather information about smoking cigarettes. What is being stressed in most advertisements for smoking? Make a poster showing the intention behind the advertising.

- Find articles and photos involving children and safety. What kinds of accidents are children most often the victims? Analyze newspaper photos of children at play for potential safety hazards.

- Collect information about home remedies that are currently available. What kinds of medi-



cines can be bought over-the-counter as compared to prescription medicines? How does the generic medication ruling affect consumers? What are the dangers of self-medication?

- Use the sports section to describe how athletes stay at peak health in order to perform well. What kinds of foods would be required for various athletic competitors. Use the Morning Call food ads to plan an athlete's diet for the term preceding his performance.

Consumer Education

- Select from a fishbowl a card listing an income level (\$25,000, \$18,000, etc.) and another describing a family to go with the income. (Example: mother, father, 2-yr old daughter, 7-yr old son.) Then list the wants and needs of each member of this family.

- Draw up a budget for this family, based on rents/mortgages, cars, clothing, food, etc. as stated in the classified and display ads throughout the paper. What part of the budget represents necessities? Which end up as luxuries? Show how the family can live within its income level by each member's contributions.

- Clip coupons for advertised products that would be used by the different family members. Compare the advertised items with others as to cost, quality, usefulness and relative value.

- Plan the purchase of a car for this family. What factors must be considered in making a choice? Make a poster showing some possibilities. List the advantages and disadvantages of purchasing this car.

- Choose the car you would like to buy from the classified section of the paper. What would the required down payment be? What would the

price of car be with sales tax added on? Look through the newspaper for ads stating the interest rates on loans at various local banks. Figure the total cost of the car if paid in monthly installments. Compare this to the total cost if purchased in cash.

- Using newspaper advertisements and articles, research the cost of credit, credit terms and the various places where credit is available. Determine the total amount paid for a product under credit terms as compared to paying for it in full with cash.

- To help define "depreciation," turn to the USED CAR ads in the classified section. Choose a single automobile model and list the various prices being asked for the model. After find the price of the car if it were bought new today, compute the percentage depreciation.

- Identify the following terms, using information from the newspaper: bank savings account, passbook savings, certificate of deposit, corporate bond, common stocks, free checking, government savings bonds, mortgage, warranty, principle, interest, annual percentage rate, finance, assumable mortgage.

- Pretend you have \$200 with which to buy yourself a school wardrobe. "Go shopping" by using advertisements in the newspaper from department stores. "Buy" enough clothing and shoes for two weeks without overspending. Compare your choices with those of your classmates to see who got the best bargains.

- Compare prices and quality of foreign-made items and similar American-made ones. Are the prices similar or is there a wide variation? Account for any differences.

- Look at the restaurant ads in the newspaper and check the prices of a certain meals. See what is served and figure the cost of that meal for four persons, including tax and tips. Then clip ads for the same food in the retail groceries and calculate the cost of feeding the same amount of people at home. Discuss which is more economical.

- Collect newspaper articles concerning organized consumer efforts to control the cost of living. Make a list of the long and short term effectiveness of such actions.

- Study newspaper ads for various products. List what you consider reasonable and unreasonable claims made about each product.

- Keep a file of important consumer information given in various newspaper articles.

- Collect newspaper articles on government and non-government consumer protection agencies. List the names of the organizations describe the range of their activities and evaluate their effectiveness.

- Turn to the stock exchange listings and "invest" in the stocks of your choice by "purchasing" 100 shares. Follow this stock for a month, graphing its progress. At the end of the month, figure your total loss or gain.

Environmental Housing

- Using the newspaper as your sole refer-

ence, make a collage of all the different types of housing that are available to people.

- Debate the issue of renting an apartment as compared to buying a home. Use the information in the classified ads for support material.

- List the items you need to set up a first home. Find as many costs involved as you can from newspaper advertisements. Total the costs.

- Compute the cost of a \$65,000 mortgage today, using information in ads for banks and other lending agencies. How much is paid in interest and how much on principle over a certain period of years?

- Describe the various kinds of lending agencies that provide mortgage money. Find out what the requirements are for borrowing money from them.

- Investigate through the newspaper the kinds of public housing available in your community. Who is eligible and what conditions must be met?

- Make a chart of 10 classified ads listing services to repair or paint a home. List the names, available services, cost per hour and other pertinent information for comparison.

- Collect newspaper ads for home cleaning products. What are the advantages and disadvantages of different brands?

- Clip articles of accidents that have happened in the home. Discuss how they could have been prevented.

- Use the classifieds to find a home you would like to buy in an area of town in which you

would like to live. Calculate the total cost of the house if mortgaged through a local bank. What monthly salary would you need to earn to comfortably meet the payments on this home?

- Compare the cost of housing in different communities, using ads that describe similar properties.

- Use the classifieds to compute the average price of a two-bedroom apartment. Then figure the cost of furnishing the apartment, using furniture and appliance ads.

- "Redecorate" your bedroom, using newspaper information. Select new furniture, carpets, draperies and bedspreads. Compile the potential full cost of this project.

- Compile a file of decorating hints, flower arrangement, antiques, etc. published in the paper.

- Locate and clip from the paper a picture of a room. Analyze the room's furniture, layout and decoration in terms of attractiveness, habitability and suitability for intended use. Outline modifications that your feel would improve it.

- Create a plan for your dream house, getting all your information from the newspaper.

Foods and nutrition

- Select a recipe from the newspaper and analyze it for the nutritional content of the items listed. Identify the important nutritional requirements it fulfills, the important requirements it lacks and any harmful ingredients it may contain.

- List as many different cuts of meat as you can find by searching through the food ads. Describe the different ways these cuts can be used.

- Use the food ads to determine which foods today are the best and worst buys.

- Compare the cost of identical food items at a large chain store, an independent store, a small neighborhood store and a discount one. Discuss reasons for the differences in price.

- Prepare a food shopping list for your family for one week. Determine through examination of food ads the lowest price for which the entire list can be purchased.

- Plan a nutritious and appealing menu within a \$30 budget. Plan either a sit-down dinner for eight people or an informal cook-out for the same number of guests.

- Discuss the reasons why stores and companies offer coupons. List the benefits to both the store and the shopper.

- Using newspaper articles you've collected about nutrition, discuss what is meant by good health and how food intake is related to it.

- Read some of the regular food features found in the newspaper. Start a file of important nutrition information given in them.

- Use items clipped from food ads to illustrate the four basic food groups.

- Using these food groups as a guide, prepare a vegetarian diet. Ideas for the menus and recipes must come from the newspaper. The menus must be balanced and may not contain





"junk food."

- Choose healthful dinners from food ads for growing children, office workers, farmers and senior citizens. Discuss ways in which they are similar and different.

- Collect information from the newspaper about eating habits in general. Discuss how eating habits are influenced by factors such as location, climate, tradition, lifestyles, prices, social attitudes and availability.

- Write your own food column about some food item of particular interest to you.

Textiles and clothing

- Examine photos to determine what kinds of clothing are being worn in each. Discuss clothing requirements of different ages, activities and interests.

- Create an advertisement for a garment you have made, using newspaper ads as models. Be sure to list all the details of its composition and a complete description of the garment.

- Find examples in the newspaper of career clothing and make a poster showing similarities and differences. Find out what kinds of jobs require special clothing. Why do you think each of these have been chosen?

- Collect articles, photos and ads showing style trends for the coming season. What similarities and differences are apparent? How do the prices compare with recent prices? Why do styles change?

- Go on a "shopping spree" through clothing ads. Plan to outfit each member of your family for the coming season, making sure you take into consideration each member's needs. Using prices listed in the ads, figure the total cost for each person as well as the total family cost. Could your parents do this often?

- Study the classifieds to find out how many jobs are available that are related to the clothing and textile industry. Note the education, experience and other necessary requirements for the job. Note, too, the benefits.

- Use the weather forecast to plan your wardrobe for the next week. How do your clothing needs differ according to season? What other factors influence clothing choices?

- Clip a sewing patterns available in the paper. Compute how much fabric you would need to make this garment. What other notions might you use? Figure the total cost to finish it and compare its value to a similar ready-made garment.

Library skills

Almost all school librarians have copies of newspapers available for students' use. Some librarians order sets of newspapers so entire classes may benefit.

Like the books on the library shelves, newspapers are excellent lifelong learning resources which furnish a variety of new and valuable information. They can serve as a catalyst for creative and curious minds and as a stimulus for further reading. Newspapers also offer functional reading practice — an important life skill.

Introductory activities

- Take time to review with students the roles and functions of a newspaper. Discuss the types of information found in the various sections.

- Direct students to an analysis of how such devices as headlines, datelines, bylines, the index, photographs and graphics all aid readers.

- Point out how, like the card catalog, the newspaper's index is a key to a wide variety of material. Have them practice using it to locate items quickly.

- Show students how to skim newspaper pages by having them concentrate on headlines and photos and jump from one to another until they find the stories that interest them. Encourage them to read these articles.

- Make newspapers available for students who are in the library for regularly scheduled periods. Allow them free reading time so they can discover for themselves what is in a newspaper.

- Help familiarize student readers with various parts of the paper by organizing a scavenger hunt for them. Allow them 15 minutes to scan the paper while you prepare a list of questions based on articles, photos and ads. To obtain credit for their answers, students must not only answer the questions but also cite the number of the pages and columns containing the answers.



Other ideas

- Prepare individual "book reports" on one edition of the newspaper. Be sure they include such things as a summary of major news, purpose of the paper, language, style and other related characteristics.

- Use a front-page format to prepare book reports of library books you've read. (Report key

incidents of the book in news story form, do a feature story on the author, etc.) Make these reports as authentic-looking as possible.

- Create and maintain reference files of newspaper clippings on various topics that are useful for class assignments. (These files can provide background information for class projects or update information in texts.) Librarians may wish to keep similar files for use by students or have students aides maintain them.)

- Write in news story form the plot of a book you've read. (Librarians may need to introduce the students to the inverted pyramid style of newswriting, the 5W's of a news lead and headline form.) Elementary students could practice rewriting only the story titles in headline form.

- Write mini-novels or short stories based on newspaper elements. Choose two people on the front page as the main characters, a real estate ad in the classifieds as the setting and a horoscope prediction as the plot. (Librarians could vary these elements. The main characters could be selected from the comic strips or the obituaries.)

- Find examples of fiction and nonfiction in the newspaper.

- Find examples of puns, irony and satire in the comic strips and editorial cartoons.

- Many newspapers list the top 10 books and review current bestsellers. Locate where these are in your newspaper. Study these and use them as models for writing your own book reviews.

- Start a notebook of newspaper book review by clipping and mounting on paper reviews of books you've read or would like to read. Categorize them under headings such as fiction, travel, biography, etc.

- Create a "biography" of a news personality by using newspaper information about that person. Keep, for a specific period of time, a file of photos and articles related to this personality and use this information for the assignment.

See also LITERATURE.

Life skills

Preparing students to face the realities of daily living is probably one of the most important tasks a teacher faces. Learning how to spend money wisely and effectively, knowing where to get information and understanding how society operates are skills students must have if they are going to function independently in that society as adults.

The newspaper can be a most effective tool for the development of life skills. Because it contains relevant and current information on the price of goods, the state of the economy, the job market, on how government, institutions and business operate and on numerous other topics, the newspaper is ideal for teaching students practical applications of what they learn in the classroom.

Money management

■ Practice drawing up a budget by constructing a chart of your current expenditures. Include four categories: income per week (allowance, earnings, gifts), fixed expenses each week (lunch, gas, school supplies), flexible expenses per week (hobbies, snacks, recreation and weekly savings. See how well you stay within this budget for a two month period.

■ Select from a hat or a fishbowl a card listing an annual income level (\$25,000, \$19,000) and another card describing a family to go with the

income. (Example: mother, father, 2-year-old daughter, 7-year-old son.) After you've made a list of wants and needs of each member of your "family," draw up a budget based on rents or mortgages and the costs of furniture, clothing, food, etc., as stated in ads. What percent of the budget represents necessities? How much is left over for luxuries? Does your salary allow you to provide for the wants as well as the needs of the family? Calculate the annual income you would need to earn in order to comfortably support your "family."

■ Scan the classifieds for a home you would like to buy and calculate its total cost if financed through a bank. (Use local bank ads to figure the interest rates.) What is the minimum monthly salary you would need to earn in order to meet your mortgage payments?

■ Repeat the previous activity using the advertised costs of new or used cars.

■ Teachers can set up real-life banking transactions by providing sample checks, savings accounts, statements, etc., for students. Establish a system that requires students to pay out money for goods and services and that allows them to earn money for deposits. (Teachers could, for example, have students pay "rent" for their desks on the first of each month.) Have them use rates listed in the paper to calculate interest on their accounts.

■ After preparing a food shopping list for



your family for a week, determine through examination of food ads the lowest price for which the list can be purchased.

■ Plan meals for a family of four for a full week using specials advertised in the paper. In addition to preparing a menu for breakfast, lunch and dinner each day, estimate the cost for each meal and the total cost for the week.

■ After clipping several ads which offer credit terms, select two products you would like to purchase. Then determine the total amounts that would be paid for the items under the published credit terms.

■ Invest an imaginary \$10,000 dollars in the stock of your choice for a period of one month. Graph the progress of your investment. Which student earned the most money at the end of the month?

■ Use newspaper information to plan three different evenings of entertainment in low, medium and high price ranges.

Employment skills

■ Make a collage of jobs that interest you by using classified ads, photos, headlines, articles and illustrations. Explain your collage to the class. (Elementary students could make a picture dictionary of various jobs.)

■ Awareness of one's aptitudes (natural talents) and one's abilities (that which one can do well) is important in the selection of realistic career goals. Make a list of future career goals. Also list what you consider to be your aptitudes and abilities and compare these to the lists of goals. Are your choices realistic?

■ Clip five photos which show people in different work environments and make a list of the aptitudes and abilities that are essential to someone in these jobs. After identifying from the list the attitudes and abilities you have, determine if you are suited for any of the jobs in the pictures.

■ Select from the employment ads three jobs that interest you and calculate the weekly, month and yearly gross and net salary for each one. Which job requires training? Which include unusual work hours or travel? Is the work indoors or outdoors? What are the benefits? Have the answers to any of these changed your job interests?

■ To make money, to become famous, to help others, to prove one's worth, to avoid boredom, to learn something new, to meet new people, to have power over others, to make a contribution to society, to fulfill an interest and to develop a skill are the common reasons why people work. Look at the kinds of jobs in which you're interested and decide for which of these reasons you are interested. What do you want to get out of working?

■ Use the following format to develop a job profile that lists factors to be considered when selecting a career.

Values — the most important things to me are . . .

Interests — My major interests and hobbies are . . .

Data, people, things — I prefer to work with . . .

Personality — I'm primarily . . .

Abilities — My abilities include . . .

Goals — My major goal is . . .

Education and training — My education and training include . . .

Job responsibilities — I prefer to perform . . .

Potential job advancement — After one year at a job, I would expect . . .

Working conditions — My best working conditions are . . .

Geographic location — I prefer to work in these locations . . .

Salary and benefits — My salary and benefits should be . . .

■ Discuss with students how their life styles, choice of friends, leisure time and sense of fulfillment can be affected by career choice.

■ Locate jobs in the classified listings that match your current level of education and experience.

■ Select three jobs that interest you, identify the steps, finances and places involved in acquiring the necessary training for them.

■ Select five jobs that interest you and rank them in relation to career goals.

■ Identify the personal values that correspond to your career interests.

■ Write a short essay that explains which of the following values is most important to you in your job search: physical (relating to activities and the body), emotional (relating to feelings) or intellectual (relating to the mind). Cite specific examples of how these values could affect your goals and selections of jobs.

■ Complete a personal data sheet and resume.

■ Stimulate a job-hunting experience for your students. Have each student select from the classifieds a job he thinks he would like and "apply" for it. Conduct mock interviews for these positions. Help students practice sending letters of application and follow-up letters.

See also CONSUMER MATH, CAREER EDUCATION.

Music

Newspapers can keep students up-to-date with events that are happening in the world of music. Newspapers mirror the cultural life of your community and of the world. They announce when and where musical events take place, provide musical reviews of new records, groups and performances and interview musical personalities. Following are related activities.

- Identify and define music related vocabulary terms found in the newspaper. (Examples: chorus, performance, opera, ballet, review, rehearsal, audition.)

- Maintain a file of newspaper clippings related to music. (Examples: music reviews, announcements of concerts, recitals and performances, a photo of a choir director.) The information in this file may be useful for future music assignments or projects.

- Determine from the newspaper how many musical organizations exist in your community and how you may join them. (The classified section and the Calendar listings may be helpful for this activity.) How many of these organizations may a student join?

- After studying newspaper record reviews, use them as a basis for writing your own reviews of current albums.

- Read other music reviews in the paper, such as a review of a dance recital, or a local music festival. How are these reviews similar and different? Find differing reviews of the same event and compare them. Do any of the reviews convince you to attend any of the performances?

- Write reviews of musical performances in your school.

- Use the classified section to determine



what kinds of musical instruments and lessons are available and how much they cost.

- Use newspaper information to chart the differences between jazz, opera, bluegrass music, folk music, country western music and rock.

- Create a notebook with sections featuring newspaper clippings about musical ceremonies and events pertaining to various seasons and holidays.

- Write a ballad based on a dramatic situation reported in a news story.

- Use newspaper items to compile a class television program (news or entertainment). Add appropriate recorded music for background.

- After studying newspaper interviews with musical performers, interview a local music personality and write the follow-up story for a class assignment. Be sure to include the performer's background, training and experiences.

- Read the classified ads to discover how many jobs are offered in music-related areas. What are the salary ranges and the types of training required?

- Use related headlines, photos and illustrations to make a collage which illustrates a political or historical song.

- Select a newspaper advertisement and use the information in it to create a commercial. Use current songs or create news songs to go with your "spot."

- Use newspaper photos and illustrations to create posters which illustrate musical terms like "adagio," "dolce," "presto" and "pianissimo."

- Use newspaper clippings to create collage-like posters representing musical periods, such as romantic, classical or renaissance.

- List songs dealing with social issues reported in the newspaper. Identify the issue(s) raised, related lyrics and the message.

- Make vocabulary lists of words from newspaper music reviews and features and categorize them by general music areas such as classical or rock.

- Study articles about revivals of past musical styles. Discuss with them the value of returning to older forms to create new music.

- Write a review of any rock concerts you've attended.

- Invite local music critics to your class to discuss the current state of the art and reviewing.

- Create a "Spotlight" bulletin board which features a performer or group. Add to the display as new articles and photos appear.

- Compare the costs of various music instruments found in newspaper advertisements and classified listings. Which instruments cost the most? Does the brand of instrument affect its cost? What is the current resale value of instruments?

- Collect newspaper articles and photos of

your favorite group or single performer. At the end of a designated period, write a report which discusses the changes that have occurred in the music of this group or performer. Be sure to document your statements with newspaper references.

- Maintain four files of newspaper clippings concerning local musical attractions, regional music, nation music and the music of other nations.

- The Saturday Morning Call lists the "Top 10" songs of the week. Listen to each song and decide what musical elements are emphasized (melody, rhythm, etc.). What do these songs have in common? List reasons why these songs appeal to people, especially young persons.

- Clip several articles written by a music critic. Discuss the critic's approach to his job. How much of the articles are devoted to factual material and how much to opinion? Does the critic appear to have a firm knowledge of major musical trends? Is he generally harsh or gentle

about the performances he reviews? Does he attempt to encourage people to attend a performance? Does he seem to favor one type of music over another and, if so, does he justify his preference? Use this discussion to make a list of qualities that are important to fulfilling the job of a newspaper reviewer.

For elementary students

- Clip, mount and label newspaper pictures or illustrations of musical instruments.

- Pretend you are a musical instrument and write a story about yourself. Write a story about something that happened to you as opposed to writing paragraphs about what you look like and how much you cost.

- Choose a newspaper photo of people in action and write a short tune which tells about it.

- Use the newspaper to find seasonal activities of interest to your class. (Example: "The Nut Cracker Suite" at Christmas.)

- Identify pictures of different kinds of musical entertainers, like a rock music star or an orchestra.

Physical education

Newspaper In Education personnel often boast of the utility of newspapers as a teaching tool in ALL subjects. These same people inevitably face the challenge of proving this statement, particularly to the physical education teachers who firmly believe newspapers can only meet objectives in the academic areas.

The newspaper can indeed be used meaningfully and effectively in other areas. Here are some activities to prove it.

- After reading a sports feature, identify what news information you gained about the sport or the athlete covered in the feature.

- Prepare a 30-minute sports program, using this week's sports news as the basis. Be sure to include personal commentaries in your broadcast. (If the equipment is available, videotape the program.)

- Maintain reference files of various sports activities.

- Use the newspaper to compare the statistics of the different teams in your school conference.



- Clip photos and articles about various sports events and paste each on a piece of paper. Underneath each, write a paragraph explaining the basics of the sport as well as the main rules of the game.

- Use newspaper information to become familiar with the numerous terms, abbreviations and acronyms used the sports world.

- Clip various sports photos and articles and group them as follows: all-male teams, all-female teams, professional sports figures, local sports figures, school sports. Some may overlap into several categories.

- After collecting articles about a particular team or sports figure for a season, use this information to prepare a report on the performance of the team or player(s).

- Keep a scrapbook of news photos of sports activities, and write a paragraph describing the sports underneath.

- Read a sports commentary article and write a response to it.

- Find pictures and/or articles about different sports and paste each on a piece of paper. Underneath each, write a paragraph explaining the basic premise of the sport and further expand the activity by writing the main rules of game.

- Find an example of a sports feature story, and, after reading it, discuss what "inside views" of the sports or person you got from reading article.

- Over the period of a semester, keep count of the number of sports stories written about men's and women's competition, as well as the number of inches allotted to each sex. At the end of the semester, chart the amount of space given to each sex over this time.

- Write a feature story about a sport that is particularly popular at your school, telling why this is so and explaining the basic tenets of the game.

- Collect articles each week about a particular school team (basketball, football, baseball, etc.). When you have the articles concerning the whole season, compare and contrast the performances of the players. Write a summary story of the season based on those articles.

- After reading a story about a game between local archival teams, research the history of the rivalry.

Primary grades

“What kinds of learning activities can the newspaper, an adult medium, provide for very young children?”

“What can preschool, kindergarten and first-grade students find of interest in the newspaper?”

“How can the newspaper, a reading medium, be used with non-readers and beginning readers?”

Teachers of very small children have frequently asked questions like these at the workshops I conduct. Because it is an adult reading medium, many teachers assume the newspaper is of little or no value to preschool and primary students.

Not so. Believe it or not, newspapers have much to offer children in these grade levels. Because they add interest and awareness, newspapers can be excellent resources for very young children.

■ Look through the newspaper and find five things you have in your house. Cut them out, paste them on paper and label each one.

■ Find pictures in the newspaper of happy and sad people. Can you think of reasons why these people are happy or sad? Describe other emotions displayed in newspaper photos.

■ Cut out all the letters of the alphabet from headline words and paste them on paper in alphabetical order.

■ Describe how it would feel to touch an object pictured in an advertisement or a photo.

■ Cut out the numerals one-10 from newspapers advertisements and paste them on paper in proper sequence. (This activity could obviously be varied to make it more or less challenging. Examples: cut out all the multiples of 10 from 20-50 or clip all the even numbers from 12-30.)

■ Find five photos, comic strips or illustrations which have characters who are using their right hands.

■ Clip 10 examples of things that can be dangerous, like power tools, knives or scissors.

■ Cut out three interesting or unusual photos from the paper and answer the following questions for each one:

1. What objects do you see?
2. How many people are in the picture?
3. What is happening?
4. When and where did it happen?
5. Think of reasons why it happened?
6. What do you think will happen next?

■ Label three figures in clothing ads as small, bigger and biggest.

■ Find examples in the newspaper of a square, circle, triangle and rectangle.

■ Find three sheets of paper and divide each sheet into two columns. Write the headings

hard and soft on the top of one sheet, and fuzzy and smooth and cold and hot on the tops of the others. Then look through the paper and clip three photos or illustrations that match each of these words and paste them in the appropriate columns. (Examples: a photo of snow for cold and a drawing of a kitten for soft.)

■ Count the number of headlines and

photos on the front page.

■ Identify the parts of the body on figures in clothing ads. Then discuss articles of clothing that are advertised. On what parts of the body and in what kind of weather are these articles worn?

■ Clip pictures, comic strips and illustrations of people at work. How many different jobs did you find?

■ Look through the grocery store ads and point to the kinds of food you would like to have for and birthday party and for a summer picnic.

■ Cut out all the headline letters on one page of the newspaper. Which ones are capital letters? Can you find the corresponding lower case letters?

■ Look at the front page of the paper. What is its name? How much does it cost? How many pictures are there on the page? Find the name of the writer of one of the stories.

■ Save newspaper photos to make scrapbooks of things which interest you, like animals, sports or famous people.

■ Identify the current season in five photos. What is the previous season and the forthcoming one? How do human beings and nature prepare for the different seasons?

■ Find pictures and illustrations of things that need to be plugged in. How many did you find? How many of these do you have in your house? Can you write the names of any of them?

■ Cut out pictures and drawings of animals and paste them in a scrapbook. Write the name of each animal next to its picture. Which animals in your scrapbook would you like to have as pets?

■ Locate the time of your favorite television show (on the TV grid in section D) or a movie you would like to see (also in section D) and draw a clock to illustrate that time.

■ Locate on a wall map or a globe places mentioned on the front page of sections A and B.

■ Clip 10 headline words that you know and paste them on paper in alphabetical order.

■ Cut out the large illustrations in advertisements and paste them on paper. Use water colors, felt-tipped pens, or crayons to color them. Keep a scrapbook of all your art work.

■ Construct Rhetbus sentences using words and pictures clipped from the newspaper.

■ Pretend you have enough money to buy five things — something to eat, something to wear, something to read, something to listen to and something to play with. Clip from the newspaper the things you would buy.

■ Look at the food ads. Find and write the names of five things you can eat and drink for

lunch.

■ Find the pictures of different forms of transportation, and cut them out. Paste them on paper and label each one. Which form could you use to travel to Europe? Which could you use for short distances? How many of these forms of transportations cost money to use?

Quality education

The constitution of the Commonwealth of Pennsylvania states "The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth." This provision mandates a quality education for each child in the state.

Schools have the primary responsibility for the achievement of quality education. To help them fulfill this responsibility, the State Board of Education established the following 12 goals of education, which serve as the basis for Pennsylvania's schools' curricula:

Quality education should help every student:

- ▶ **Acquire communication skills of understanding, speaking, reading and writing.**
- ▶ **Acquire skills in mathematics.**
- ▶ **Develop self-understanding and a feeling of self-worth.**
- ▶ **Develop analytical thinking skills.**
- ▶ **Acquire knowledge of different cultures and an appreciation of the worth of all people.**
- ▶ **Learn the history of the nation, understand its systems of government and economics and acquire the values and attitudes necessary for responsible citizenship.**
- ▶ **Acquire knowledge, appreciation and skills in the arts and humanities.**
- ▶ **Acquire knowledge, understanding and appreciation of science and technology.**
- ▶ **Acquire knowledge, skills and attitudes necessary to become a self-supporting member of society.**
- ▶ **Acquire the knowledge, skills and attitudes necessary for successful personal and family living.**
- ▶ **Acquire knowledge and develop practices necessary to maintain physical and emotional well-being.**
- ▶ **Acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment.**

The following activities reflect these goals.

Communication skills

- Use a controversial news item as the topic for a class debate.
- Write a short story involving a personality on the front page.
- Determine the meanings of new words in the newspaper by their use in the sentences.
- Draw headlines from hat and deliver two-three minute impromptu speeches based on them.
- Scan The Morning Call for five examples each of persuasive words, descriptive words, acronyms, suffixes and four-syllable words.

■ Read a news story, editorial and feature (preferably written about the same event) and list all the ways they are alike and different.

■ Read three editorials and identify the four major parts — questions, proof, conclusion and suggestion for reader action — in each one.

■ Discuss the implications of a new or revised law that is covered in The Morning Call.

Math

■ Make a scrapbook of different types of graphs clipped from the newspaper. Label each one.

■ Develop addition, subtraction, multiplication and division problems for students by using sports scores and numbers found in ads.

■ Clip items from The Morning Call that illustrate sets.

■ When items are presented in ads as costing so much per pound, calculate the cost of one-quarter and one-half pound and two ounces.

■ Calculate the win-loss percentage of your favorite teams.

Self-esteem

■ Construct a collage which tells about yourself, using words, photos and illustrations clipped from the paper.

■ Clip words and photos which illustrate how you feel about yourself, your school or another topic. Explain your mood.

■ Read your horoscope for a given period of time and decide which parts accurately describe you.

■ Use Morning Call ads as models to create an advertisement which "sells" you. Begin by listing all your good points on paper.

■ Identify emotions that are evident in newspaper photos. Discuss situations that are usually associated with each emotion.

■ Clip and paste headline words which complete the following sentences. The answers may be silly or serious, but they must be true statements. Share them with classmates and discuss.

I wish grownups would...

When I make a mistake...

Our home is...

I love....

I like to...

Today I feel very...

I can't understand why...

I hate...

Analytical thinking

■ Identify American values as reflected in newspaper ads, editorials, news stories and photographs. Draw up a list of things that are considered important human needs. What is considered achievement?

■ Pretend you are a visitor from another planet whose mission is to find out as much as you can about earthlings. All you can use is a copy of The Morning Call's comics. Make a list of generalizations a visitor might make about

earth based on the information in these strips. Which are accurate and which are misleading?

- Pretend you are in charge of preparing a time capsule that will be opened in 250 years. Clip things from *The Morning Call* for the capsule that tell the most about our lives today.

- Use today's newspaper to imagine what the headlines will be in a newspaper printed 100 years from now. Predict which news items will still exist and what new issues or events will be important then.

Understanding others

- Maintain a file containing photos and articles which depict various lifestyles and customs. Write a sentence or paragraph to describe each entry and use these for a discussion of how people live.

- For a lesson in understanding other people's situations, find a photo or story which depicts human drama and paste it on paper. Pretend you are the character in the news and use the rest of the paper to write about how it would feel to be that person.

- Collect photos and articles which illustrate cooperation and use these to discuss how and why people cooperate.

- Choose an article of interest to the class and ask several students to express their opinions on the topic. Compare differences in thinking.

- Divide the class into groups of four and ask each group to plan a weekend of activities using the Calendar and entertainment sections of *The Morning Call*. Each group must come to a consensus of how to spend the weekend.

Citizenship

- Find, in a given period of time, the following items: the names of three government leaders, an Equal Opportunity Employer, an article dealing with crime and punishment, an ad for legal services, an article critical of some aspect of government, an example of a constitutional right being exercised or challenged, an editorial, a letter to the editor, a down stock and an article of world importance.

- Use information in *The Morning Call* to compare the problems of communities around the world.

- Write an essay on what you think is the most crucial problem facing the world today, as reflected in the newspaper. Include solutions or alternatives.

- List the rules that govern your school. Discuss why these laws are in effect and what recourse is taken if they are broken. Do you believe the processes are fair? Why or why not? Repeat the activity with laws governing your community.

- Use newspaper information to identify various crimes and their effects on the criminal, victims and society in general. What do you think are constructive punishments for the crimes, other than or in addition to a jail sentence?

- Examine editorial cartoons to determine



the messages they convey and the issues they address.

- Write an essay based on the quotation "All I know is what I read in the paper." (Will Rogers). Formulate arguments for and against this statement.

- List the 5W's of important current events.

- Pretend that freedom of the press no longer exists in our country and that the government controls our newspapers. Cut out all the information in a copy of *The Morning Call* that would not be allowed in a society without a free press.

- Read the following quote from Thomas Jefferson and think of reasons to support or challenge his view: "Were it left to me to decide whether we should have a government without newspapers or a newspaper without government, I should not hesitate to choose the latter."

Arts and Humanities

- One of the roles of an artist is to interpret. What he interprets symbolizes his feelings about what is happening. Identify editorial cartoonists' interpretations of the news.

- Use the Calendar to make a list of announcements of exhibitions, upcoming public appearances of authors, critics, artists and collectors and other related activities and events.

- Read newspaper reviews to identify current literary and cultural trends.

- A study of literature usually includes a study of the different types of conflict — man vs. man, man vs. nature and man vs. himself. Find examples of these conflicts in *Morning Call* articles. Draw parallels between the modern-day conflicts and those found in literary works.

Science and technology

- Collect advertisements for products that were not available 50 years ago and identify the scientific developments that made each product possible.

- Maintain a "Scientific Firsts" notebook in



which articles on scientific discoveries and advancements are mounted and summarized.

- Find ads for energy-saving products for the home and discuss how they save energy.

- Collect newspaper information which illustrates how machines help man do his work.

- Use the temperatures listed in the daily weather report to practice converting Fahrenheit to Celsius.

- Keep a file of stories on solar energy and use these to prepare a report on its pros and cons.

Work

- Clip 15 photos and articles dealing with people in different work environments. Identify the attitudes and abilities essential to each of the jobs.

- Select five classified ads for jobs which interest you and list the requirements necessary for each one.

- Simulate a job-hunting experience by using the classified section. Discuss ways to answer employment ads and hold mock interviews.

- Use information in the classifieds to calculate weekly, monthly and yearly gross and net pay for several jobs.

- List jobs which have traditionally been re-

garded as male or female jobs. Discuss which are becoming more open to applicants of either sex.

Family living

- Clip newspaper photos of people who are most like members of your family and paste them on paper to create a family collage. Include words and expression clipped from the paper which accurately describe these members.

- Comic strips frequently comment on family-related issues. Clip several examples and point out the commentary made in each.

- Clip articles and ads about energy conservation the home and use these to make a list of ways you and other family members can conserve energy.

- Use grocery store ads to estimate the cost of feeding your family for a week.

- Use related newspaper information to study personal conflicts among family members.

- Use newspaper information to plan a vacation or a weekend of recreation for you and your family.

- Locate an article of a crisis that could strike your family. Discuss the probable effects on each member. How would each react?

- Study the obituaries to determine the median age at which people die. What are the common causes of death? Are there more males than females?

- Use the food ads to plan nutritious and appealing menus for a family.

Environment

- Clip articles dealing with endangered species and use the information in them to report on the factors which upset the natural population balance. Write sample editorials or letters to the editor calling for protection of these animals.

- All living things depend on each other in some way. Clip articles and photos which illustrate this interdependence.

- Use newspaper information to create a list of the forms of energy necessary to maintain modern American living. How is the energy crisis affecting our lives? How will it change our future?

Religion

Parochial schools, curious about the Newspaper in Education program, often ask for ways in which the newspaper can reinforce their religious curriculum and values clarification. Here are some ideas:

- On the front page, circle in blue as many examples of the Ten Commandments you can find that were broken. In red, do the same for those that were kept. Then rewrite the leads, stressing the status of the commandment.
- Find 10 examples of good vs. evil in news articles. Name both the protagonist and antagonist, and identify the conflict. Find a parallel Bible story for each, and do the same identifications.
- Choose several of your favorite Bible verses, and then find news items and/or pictures that illustrate the meaning of each verse. Mount them and print the verses underneath.
- Find a news story that parallels one of your favorite parables. Explain the similarities and universality of these New Testament teachings.
- Find articles dealing with politically active religious groups, such as the Moral Majority. Write a brief essay expressing your feelings on the mixing of politics and religion.
- Clip articles that deal with various religious personalities, such as the Rev. Jesse Jackson, the Rev. Billy Graham and Rev. Jerry Falwell. Explain their religious views and hopes, and determine if they feel they are successful.
- Begin a comparative study of religions based on newspaper information.
- Find examples of news stories that could be viewed as fulfillments of the predictions of Revelation. Mount them and print corresponding Bible verses underneath.
- Write an account of a Biblical event in the inverted pyramid style.
- Make a tabloid newspaper from a particular Biblical time, including all types of news writing, cartoons, features and the like. For example, base the issue on the Exodus, the death of Jesus, Noah's ark, etc.
- Clip news stories that show examples of religious persecution. Parallel them with examples of the same from the Bible.
- Find examples in the news of how Paul's teachings are being followed.
- Collect all news, feature and editorial items you can find regarding people trying to keep religion and/or prayer out of public schools or other public institutions. Explain their reasoning and write an essay on your feelings on the subject.
- Discuss the Biblical creation story (along with scientific creation ideas, if you wish) and the evolution theory. Search for articles discussing both sides, and compare them.
- Choose one of the following areas and

clip all the articles you can find on these various church standings: abortion, birth control and divorce. Make observations on how different denominations view these areas.

■ The story of the plotting against Joseph in Genesis 37 is a classic tale of sibling rivalry, jealousy and insecurity. Read it, and then find newspaper stories that show this same kind of plotting still occurs.

■ Old Testament wrongdoers were often confronted with "An eye for an eye, a tooth for a tooth" philosophy; in New Testament times, the philosophy change to "Turn the other cheek." Find examples of both these philosophies in the newspaper, possibly in conjunction with court case judgements, and discuss your reactions. Look for Biblical stories to fit in both the categories.

■ Throughout history, people have worshipped many things other than God, such as idols. Make a bulletin board, display or collage from newspaper pictures and/or articles showing what people worship today.

■ The early monarchs of I and II Samuel, particularly Saul, David and Solomon, have been said to have tragic flaws. List and discuss these flaws, and see if you can find similar cases in the paper for today's world leaders.

■ Explain the system of the judges in the Old Testament times, zeroing in on Deborah, Gideon, Jephthah and Samson in the Book of Judges. Parallel this with newspaper accounts of judges in our courts today.

■ Find several public figures discussed in the newspaper and parallel them to Biblical figures.

■ Clip all newspaper items about cult religions, and have a panel discussion on the groups and their beliefs.

■ Find examples in the newspaper of the changing world of the church and its role in the community.

■ Superimpose a map of Biblical Palestine on a map of modern day Israel, and locate place names on it that are discussed in the newspaper.

■ People are fond of using the phrase "It's a miracle!" when something extraordinary occurs. In your newspaper, find examples of happenings dubbed as modern day miracles, and discuss how and/or why they are miraculous. Compare them to the miracles discussed in Mark 1-10.

■ Illustrate a Biblical theme or key word by creating a collage of newspaper words and/or pictures. Some examples could be creation, love, grace, evil, faith, prophecy and salvation.

■ Find the who, what, where, when, why and how of various miracles, parables or songs.

■ Choose five verses from the Book of Proverbs and find a news story that illustrates each.

■ Keep a scrapbook of newspaper articles about the Mideast countries, and discuss how today's situations are similar to and/or different from the occurrences in Biblical times.

■ Pretend you are a newspaper artist. Draw your version of a happening discussed in the Bible, such as the fall of Ninevah in Nahum 2-4, the destruction of Sodom and Gomorrah in Genesis 19, or the resurrection of Lazarus in John 11.

■ Suppose that, like Noah, you and seven others were given a chance to begin a new life on Earth. Clip 15 things out of the newspaper that you feel would be important to have to begin your civilization. (A good way to discuss values!)

■ Make a bulletin board display of the verses of Ecclesiastes 3:1-8, using a newspaper headline to illustrate each verse.

■ The stories of Ruth the commoner and Esther the queen show contrasting roles of Old Testament women. Discuss these differences, and find newspaper examples of today's pedestrian vs. princely lifestyles.

■ If God's Word came to you as it did to Ezekiel, Isaiah, Daniel or Jeremiah, what message do you think you would proclaim for mankind's good? Write a newspaper story that would give your message clearly and avoid cliches.

■ Read Acts 2,3,6 and 7 and list the characteristics of the new Christian church. Find newspaper stories that show how the church has changed since that time, and discuss the reasons for those changes.

■ After reading about and discussing Abraham's faith in Genesis 22:1-19 find examples in the newspaper that illustrate the faith others have in God.

■ Go through the newspaper and find as many examples of values as you can. Some examples could be: trust, love, peace, friendship, kindness, honesty, responsibility, freedom, ambition, loyalty, courage, faith, wisdom, respect, integrity, intelligence, beauty, strength and charity. Write the name of Biblical character that is especially known for each value.

■ Using the church location advertising in your newspaper, count the number of denominations and then the number of churches within each. Make a chart or graph of your findings and discuss them.

■ After reading and studying a Biblical passage, create a comic strip characterization of it.

■ Read the story of Saul's conversion in Acts 9:1-32. In the newspaper, look for stories about other people who converted to Christianity to do God's work, and discuss their reasons.

■ Find articles and pictures in the newspaper that deal with the issues of prejudice and discrimination, and discuss why, according to many theologians, they should be abolished.

■ Through newspaper articles, do a study of the involvement of women in various church denominations, including female clergy, the effects of women's lib and the like. Have a panel discussion.

■ Find newspaper examples of what you deem would be the church's social mission.

■ Make a newspaper collage illustrating one of the following themes as discussed in the Bible:

a. Marriage is an intimate partnership of life and love.

b. People are responsible for their actions.

c. Genuine love is other-centered.

d. Life is a gift and a responsibility. It is precious from conception until death.

■ Using a newspaper's reports, show how abortion is legal in our country but not recognized from many churches' points of view.

■ Find ten values in the newspaper that you believe are important and tell why.

■ Write an essay on the following value as it applies to life today, after finding examples of it in the newspaper: Respect for life means respect for life at every age and condition.

■ Define "martyr." Stephen's story in Acts 6:8-8:1 is the story of one of the first Christian martyrs. Discuss his actions and whether or not he had any alternatives. Can you find examples of martyrs in today's world in the paper?

■ Write a news article describing the scene of the people of Judah fleeing the destroyed city of Jerusalem to go into exile. Make up the quotes you imagine could have been said. Use II Kings 24-25 as your basis.

■ Imagine you are a newspaper editor present at the sentencing of Jesus before Pilate in Luke 23:13-25. You are pro-Jesus; write an editorial about the event.

Scavenger hunts

Newspaper scavenger hunts can provide a wealth of classroom learning activities. Reading comprehension, skimming and scanning, word and picture recognition and following directions are just some of the skills that this type of activity can sharpen. Because they are competitive and fun to do, scavenger hunts can motivate even the most reluctant students.

Traditionally thought of as effective only with elementary students, scavenger hunts can be useful with a wide range of grade and ability levels, depending on how they are organized. They can also be designed to reinforce skills in specific subject areas.

Basic organization

- All scavenger hunts are set up as a race. (Teachers may want to consider offering a prize to the winning student or team.)

- The primary objective is to see which student (or group of students) is the first to find the location of the items on your list or the correct answers to all the questions you've provided.

- Allow students time to read the newspaper while you prepare a list of questions (or items to be found) based on articles, photos and ads in the paper.

Variations

- Students can participate in the hunt as individuals or as a team.

- The questions (or list of items to be found) can be presented to the students orally or in writing.

- In addition to locating specific information or providing answers to questions, students could be required to cite the section and page number in order to get credit for their answers. (This requirement can vary, depending on the goals. Math teachers, for example, may require students to add up the numbers of the facing pages. English teachers could require a student to give all answers in complete sentences.)

- The activity could be limited to just one page or one section of the paper depending on the age and ability level of the class.

- Teachers could impose time limitations on each question or on the complete activity.

Primary scavenger hunt

Have students find and circle (or clip and paste, if time allows) the following items: something to eat, something to wear, something to play with, something to ride in or on, something to drink, something hot, something cold, something living, something big, something small, a number, a capital letter, a male, a female, a store, a face with glasses, something that uses electricity.

Math scavenger hunt

- Have students find (by underlining, clipping or citing the page number on which it appears) a: numeral over 1,000, telephone number, fraction, percent, numeral less than 10, numeral between 100-500, TV channel number, Roman

numeral, decimal number (but not money), ZIP code, square, circle, any type of graph, an address, the date, the lottery number, the price of a pound of meat, the time of day, the number of your age plus 13, a temperature, a number written in words, the total number of pages in section C.

Language arts hunt

- Have students find: a colorful adjective, a word that describes you, an abbreviation, an acronym, two forms of punctuation in a headline, a word with strong emotional appeal, a compound word, an error, someone's opinion, a paragraph, a summary of a story, a verb on the sports page.

Obviously, this type of hunt can be geared to almost any level by changing the list. Primary language arts items, for example, might include the capital letters from A-M, or single syllable words. Secondary English students, on the other hand, could be required to read and interpret entire articles in order to find what is requested.

The technique can also be applied to any subject area. Geography students, for example, can be instructed to find names of places and cite the country in which they are located. The questions for science students can be related to their current course of study, etc.

Career education hunt

- Have students locate the following: an Equal Opportunity Employer, an employment agency, a headline about employment or unemployment, two classified ad abbreviations, a comic strip that includes a job setting, an "experience required" job listing, a "fee paid" job listing, an example of a "position wanted" ad, a job you would like to have, a "blue collar" and "white collar" job listing, a job that did not exist 25 years ago.

Middle and secondary hunt

- Use one, all or a combination of the following five types of questions in the scavenger hunt:

TYPE I — A word from the clue appears in a headline.

TYPE II — The clue paraphrases a headline.

TYPE III — The clue is buried in the first, second or third paragraphs of a story.

TYPE IV — The clue requires an understanding of the layout of a newspaper.

TYPE V — The clue is buried deep within an article.

Prepare questions that are geared to helping students in the areas in which they are working. For example, the clues could deal with current events.

Newspaper part scavenger hunt

- Provide all students with newspapers, and 10 or 15 minutes reading time.

Then divide the class up into teams of three. Give each team a sheet of large construction pa-

per or oak tag, glue and scissors. Tell the teams they must find examples of the items listed below, cut them out and glue them on construction paper, labeling each item to identify it.

Students may need to tape or glue several sheets of paper together in order to have enough room. If they must, direct them to do so in such a way as to create an attractive poster. Before any item can be glued on the "poster," it must be approved by all members of the team. They must come to a consensus that each example is correct or acceptable to the entire team. After the posters are completed, discuss them among the whole class. Ask each team to share its examples for the items listed below, and encourage other teams to react by approving or disagreeing with the answers given. Hang completed posters on the classroom wall.

Students should find examples of the following: a news capsule or summary, newspaper index, weather forecast, two headlines, two bylines, weather map, local dateline, national dateline, international dateline, obituary, birth announcement, funeral notice, editorial, editorial cartoon, police report, display advertisement, sports photo, national sports story, local sports story, boxscore, meeting datebook listing, letter to Dear Abby and response, movie theater advertisement, two favorite comic strips, horoscopes of all three team members, two classified ad listing for something students want to own, price listings for classified ads, a free ad (classified), the two most interesting photos, the single most appealing advertisement and the two most interesting stories.

Seasons

The seasons invariably affect student learning and behavior. In spring, students' interests focus on the outdoors and sports. In winter, it's the holidays. And as summer nears, they're more interested in the approaching vacation than they are in school work.

The newspaper can be a particularly good tool to use during these challenging times. The newspaper offers a refreshing change of pace which will provide that extra motivation your students need before holidays and vacations. Newspaper activities can also counteract spring fever and the winter doldrums.

Winter activities

- Use related Morning Call articles to discuss energy-related problems which occur because of cold weather and possible solutions to them.

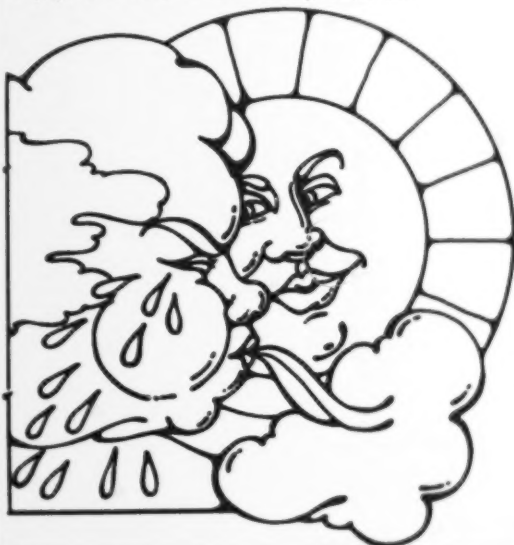
- Use the daily weather report to compare differences in temperatures around the country. Where is the highest and lowest temperature?

- Clip articles and photos which describe winter conditions and paste each on the top half of a sheet of paper. Divide the bottom half of each sheet into two columns and list in one the possible dangers and in the other the precautions that should be considered.

- Identify in newspaper articles vocabulary terms related to winter, like *frostbite* and *wind chill factor*.

- Use the temperature listings in the weather report to practice converting Fahrenheit to Celsius.

- Personal injury is always an issue in winter sports, particularly skiing and hockey. Study winter sports stories and maintain records of related injuries. Be sure to include the nature of the injuries, the causes and the impact on the individual or the team. See if you can create new rules and equipment to combat these problems.



Spring activities

Spring is a particularly good time to capitalize on the sports section — a high-interest area — to reinforce basic skills. See the activities in the SPORTS section of the TEACHING WITH NEWSPAPERS chapter of this book.

Summer activities

- Use related newspaper articles to discuss such things as heat exhaustion and heat stroke and how they can be avoided.

- Pretend you are an ad writer and hot weather safety is what you want to sell. Use Morning Call ads as models to design a full-page ad, including slogans and art, which sells children on this kind of safety.

- Follow accounts of floods, tornadoes, hurricanes and other storms. Discuss ways to avoid epidemics and illnesses after such catastrophes. Also discuss the emergency procedures enacted in the aftermath of violent weather.

- Clip articles and photos which describe extreme summer weather conditions. Use these to discuss the possible dangers these conditions could present, like damage to crops. What precautions should be considered?

- Clip photos of outdoor scenes. Study, label and identify accompanying weather.

- Use newspaper weather reports and stories to prepare a list of vocabulary terms commonly used in summer.

- Use today's weather report to identify which cities have the highest temperatures.

- Make a list of the states and countries mentioned on the first three pages of The Morning Call. Use these to compare the climates of each area.

Smorgasbord

Following is a smorgasbord of "fun" activities which can be easily adapted to many levels and subjects. Try some of them with your class. You'll find that many of the activities not only leave your students laughing but also leave them wanting more.

Tiny Terror

■ Read the following article and total the damages.

It's not difficult to follow the trail of toddler Robin Smith — it's strewn with disaster.

In the last two months, the two-year-old has chalked up \$ in damages, including a wrecked car, television, dishwasher and refrigerator.

Robin's trail of terror began with the toilet. Alice the cat got dunked, drowned and flushed.

Her father neatly tallied the expenses on a yellow tablet: \$62.75 for the plumber, \$2.50 for Alice.

That was only the beginning.

Robin decided to give teddy bear a bath — atop the heating element in the dishwasher. That cost her father \$375 for repairs, \$25 for smoke damage and, of course, \$8 for the teddy bear.

Then there was the refrigerator. Robin stuck some magnetic letters in the vents just before the family left home for the weekend, causing the motor to burn out. The cost: \$310 for the refrigerator, \$120 in spoiled food and \$3.75 for the magnetic letters.

"That evening, we sat down to watch TV," said her father. "Robin had twisted the fine tune so far that it broke inside."

Cost: \$115.

The next day, Robin's mother went to pick up her husband from work. Robin was left asleep in her safety seat; the keys were in her mother's purse inside the car.

"We heard the car start up and we ran outside, just in time to watch the car start down the street."

Robin ran into a tree. Cost: \$1,029.52 in repairs.

A few days later, Robin tried to play some tapes in the family stereo. Cost: \$36 for tapes and \$35 for tape deck repairs.

Shortly afterward, the couple parked their car halfway in the garage after a shopping trip to unload the groceries. Robin was strapped in her safety seat.

"My wife had the keys, so we figured everything was OK," Smith said.

Everything was OK, until they heard a loud noise and ran outside to find the automatic garage door bouncing off the hood of the car with you know who locked inside, pushing the remote control. Cost: \$120.

Robin also lifted \$620 out of the cash register at a supermarket, drilled 50 holes in the walls of a rental property owned by her parents, painted walls with nail polish and slipped the garden tractor out of gear so it rolled down the driveway, narrowly missing a neighbor.

The grand total, including miscellaneous damage of \$53.85, comes to

"Some day when she comes and asks why she isn't getting an allowance, I'll show her this," Smith said, waving the yellow pad containing his daughter's damages.

Photo Phun

■ Clip any three photos from different sections of The Morning Call. Arbitrarily label them "1," "2" and "3."

Now, write or tell a short story based on these photos. Picture #1 is the beginning of your story, #2 is the middle and #3 is the end.

Comic candidates

■ Divide the class into groups. During an election, use The Morning Call to make a list of the offices that need to be filled. Discuss the responsibilities and duties associated with these posts. What kinds of persons would you want holding these offices?

Then select three of the offices. Turn to the comics and choose three characters from these pages who you think would be good candidates for the offices. Everyone in your group must agree on the "ticket." Then divide the class in half, with one half being Republicans and the other half Democrats.

Keeping in mind that other groups will have made different selections, you'll need to conduct a campaign to get your candidate elected. Prepare media ads, sample commercial and radio spots, posters and other promotional materials for your "slate" of nominees. Present these to the class. Be sure the materials reflect the good qualities of your candidates and the reasons why they are the best choices for the offices.

Hold an election. Allow students to vote a straight ticket or to split their vote. Tally the results to see who won. Analyze the results to determine what may be some of reasons for that outcome.

Finally, discuss how the process you've gone through reflects the actual process a real candidate must pass through.

The obit desk

■ Write an obituary for your favorite comic strip character, using Morning Call obits as models. Be sure to include the character's life achievements, cause of death, age, etc.

Meet me at the movies

■ Scan the movie ads and find a title of a movie that best describes the you or the kind of day you are having.

Crazy components

■ Write a short story using the following newspaper components:

Base the plot on the Virgo forecast in today's paper.

Use the third "apartment for rent" classified ad as the setting. Also incorporate the weather forecast.

Use people mentioned on the front page of each section as your main characters.

Hall of Fame/Hall of Shame

■ Pick three newsmakers in today's paper whom you would nominate for a Hall of Fame. Likewise, pick three for a Hall of Shame. Write the reasons for your selections.

Discuss your choices with classmates. Are

any of your "Hall of Famers" in their Hall of Shame? Why?

A word to the wise

■ Pretend you are "Dear Abby" and write an answer to a letter that appears in this popular column. Be prepared to explain and defend your advice.

Extral Extral

■ Create a newspaper based on a book you've read. Include the different parts and sections. Examples for *The Wizard of Oz*:

Headline and a main news story: Dorothy and friends search for Oz.

Sports section: The Witches All-Star East-West game played...

Weather report: Tornadoes in Kansas

Obituary column: The wicked old witch, age unknown, died today when a bucket of water was poured on

Classified ads: Scarecrow will do yard work in exchange for brain. Call Field 9-8765. Or Dorothy, please come home. We miss you. Auntie Em.

Treasure hunt

■ Draw four concentric circles on a sheet of paper. Label the innermost circle "gold." Label the next "door" and the following "guard." The outside circle should be labeled "wall" and the space outside the circles "moat."

Object: To get the gold.

Obstacles: The moat is 100 feet deep and 20 feet wide and filled with alligators and man-eating piranha. The wall entirely surrounds the castle, is 20 ft. high and one foot thick and is made of bullet-proof glass. It has no sub-surface foundation. The guard is protected by bullet-proof clothing and relies heavily on his sense of smell. If he can't smell treasure hunters, he can't stop them. The door is made of heavy oak and is bolted from the inside. The treasure is a single 400-pound block of gold.

Rules: To reach the treasure and remove it from the castle, you may use only the classified ad section of *The Morning Call*. You may buy or rent items or hire persons who can help you overcome the obstacles.

Variations: Substitute different obstacles to increase or decrease the degree of difficulty. Set a limit as to how much can be spent in the classifieds. Complete the activity in a given period of time.

Shipwreck

■ **Scenario:** You have decided to spend six months alone on an island that is quite isolated. You will be the only inhabitant, and all that is there is a stream and some trees.

Step one: Plan for your adventure and what you will need. There is one restriction: you may only take things that are mentioned or pictured in the newspaper. In groups of three, skim *The Morning Call* to find the items you'll need and want to take with you. List each on a sheet of paper.

Step two: On the way to the island, your

ship is heavily damaged by a storm, and is going to sink. You must get yourself and your supplies to a lifeboat. Obviously, not all of your supplies will fit. You may only take those things that you consider essential. Go back over the list and circle the items which you think you will really need to survive on the island. You must come to a consensus with your group about which items to circle.

Step three: More bad luck. You hear an explosion in the engine room and you have to move faster. You now have time to grab only the most essential tools for survival. What are you going to put in your lifeboat? As a team, rank the circled items on your list according to priority. Item #1, then, is the most essential to your survival.

Step four: How well prepared are you for survival? Look at your original list: How many of those items were you forced to leave on the ship? Which were your top five priorities? Which items were *wants* and which were *needs*? Share your list with the other groups. Compare wants and needs. Why is it important to be able to distinguish between the two?

The sheik's gift

■ Pretend that Abdul Abdulla, an eccentric, oil-rich sheik, has decided to make a friendly gesture to America. Through a whim, he has decided to give \$10 million to your community.

Divide the class into teams. Using the newspaper as your sole reference, decide how the money should be spent. Try to include various interest groups, like sports, government, education, business and arts. Determine how much should go to each group.

Case study

■ Assume that you are an Alpha Centaurian who has landed on earth 1,000 years after human life has ceased to exist on this planet. The land is barren and desolate. The only human artifact you find is a large bottle, inside of which is a folded copy of *The Morning Call*. Your shipboard computer can give you literal translations of the language. Determine what this culture and its population were like back when the paper was written. Report your conclusions. Include the following: What institutions does this society have? How many dominant life forms were there? What were the social and political aspects of this society? What type of family group existed? What did the people believe in? What were they like?

Spaceship 2

■ Aliens from another planet plan to create an ideal society by stealing or kidnapping the most important things, ideas and people from hundreds of highly developed planets. You are a member of the "Search and snatch" squad assigned to planet Earth.

Pick a person or group you would snatch. Clip newspaper articles or photos to document your choice. Next, choose a concept or idea to snatch. Find articles that indicate this concept is useful to the well-being of earthlings. Then choose a living (not human) or non-living material thing. Clip from the paper some indication that

earthlings value this thing.

Flash announcement from headquarters! The leader has decreed that whatever or whomever you take from earth will not, nor any of its effects, remain upon earth. What does this mean? Use examples. Would you reconsider any of your choices?

Now write the headline and lead paragraph of the story that would appear the day after the snatch.

Family crest

■ Draw a facsimile of a coat of arms and divide it into six quadrants. Clip from the paper and paste into the quadrants items that complete the following: the thing(s) you like most, the thing(s) you like least, the trait you like most about yourself, your greatest personal achievement, your greatest embarrassment, and the trait you would most like to improve about yourself. (Teachers can obviously vary the contents of these quadrants to meet other objectives.)

Special education

When a special education student graduates, obvious questions arise: What next? Where will he go and what will he do? Is he prepared to handle a job and function independently in our society?

In response to these concerns, most special education curricula emphasizes basic living skills so that special education youths will be adequately prepared for their lives after school. And a major tool being utilized to attain this goal is the daily newspaper. Through newspapers, special education students are attaining the necessary skills to help them communicate, find jobs, buy clothes, food and cars and live independently in today's world.

Managing money

- Use prices listed in the display ads to identify dollar values. Circle which are less than \$100, or more than \$10. Can you find five items in any of the ads that cost less than one dollar?

- Give students practice in making change by giving them imaginary amounts of money (or play money) and having them "purchase" various items from newspaper ads. How much change should they get back for each purchase?

- Help students add, subtract, multiply and divide dollar amounts listed in ads by creating your own mathematical problems with these prices. Examples: If one shirt is listed at \$12.99, how much would students pay for three? If a pound of cheese costs \$1.19, how much would half a pound cost?

- Clip 25 items (and their prices) from ads and glue each one onto an index card. Ask students to sort the cards into three piles: 1¢-\$1, \$1.01-\$10, and \$10.01-\$100.

- Draw up a monthly budget based on a hypothetical annual income. Include four categories: income per month, fixed expenses per week, flexible expenses, and savings. Discuss the difference between the fixed expenses (needs) and the flexible ones (luxuries). Make a list of all possible expenses. Or, draw up a budget by constructing a chart of your actual current expenditures. Use the same four categories. (Income could be allowance, earnings and gifts. Fixed expenses could be lunch, gas, and school supplies, etc.)

- Select an expensive item from the newspaper that you would like to buy. Calculate how long it would take to save for the item if your allowance was \$5 a week. Discuss how a savings account would help.

- Clip several items and their prices from the paper and arrange them on your desk or in a "store." For practice in counting money, give students play money and ask them to "purchase" an item of their choice. If possible, have one or two students staff the "store" for practice in making change.

- Mount newspaper coupons on index

cards. Divide the class into groups of four and "deal" seven cards to each player. Ask each player to add up the total number of savings on the coupons. The player with the largest amount of savings wins the hand. Repeat five times. The student with the highest final total wins the game. (Teachers may want to offer a prize for the winner. Teachers could adapt the activity to student needs by dealing less or more cards per hand.) Students could also play a matching game with the cards.

- Clip several items and their prices from newspaper ads and paste or arrange them on paper from least expensive to most expensive.

- Use newspaper information to plan three different evenings of entertainment in low, medium and high price ranges.

- Ask students to scan the classifieds for a home they would like to buy. Help them compute the cost of the home if financed through a bank. (Use local bank ads to figure interest rates.) What is the minimum month income students would need to earn in order to meet the mortgage payments?

- Repeat the previous activity using the advertised costs of new or used cars.

Shopping

- Prepare a short grocery list and "shop" for the items in the newspaper ads. Compute the total costs of your lists. How would the cost differ if you had \$2.38 worth of coupons? How much would you save if the store at which you shopped offered double coupon values?

- After you've prepared a food shopping list for a family of four for a week, determine through examination of food ads the lowest price for which the list can be purchased.

- Go on a "shopping spree" through clothing ads. Make a list of clothes you would need for the coming season and find them in the clothing ads. Make sure you consider weather, activities, interests and special needs. (Teachers could extend this activity by giving students an imaginary amount of money for the spree and seeing which student got the most for the money, based on prices listed in ads.)

- Use the illustrations in grocery store ads to discuss different types of meat and which animals supply the meats.

- Use food ads to plan well-balanced meals. Combine this activity with money management skills by planning meals within a given budget.

- Select four food products and find, in food ads, the prices of comparable sizes in generic house and name brands. Discuss why some cost more than others.

- Clip several ads which offer credit terms. Ask students to select two of the products in the ads to help them calculate the total amounts that would be paid for the items under the published credit terms. Discuss the advantages and

disadvantages of buying on credit.

- Look at furniture ads and distinguish between those that are high, medium and budget price range.

Housing

- Use the newspaper, particularly the classifieds, as your sole reference for making a collage of different types of housing available in your community.

- Discuss the issue of renting an apartment as compared to buying a home. Use information given in the classified listings for background material. What are the advantages and disadvantages of both?

- Identify in *The Morning Call* the various kinds of lending agencies that provide mortgage money. List the requirements for borrowing money.

- Make a list, room by room, of the items needed to set up an apartment or home. Then find in newspaper ads as many prices for the items on the list as you can. What is the total cost?

- Identify in ads items you'd find in a bedroom, kitchen and living room. Or identify from pictures of furniture which items do not belong in a given room.

- Use newspaper information to compare the cost of housing in different communities.

- Collect newspaper articles that deal with heating and cooling homes, painting and maintaining them, gardening, lawn care and other home-related topics.

Health and safety

- Compare ads and articles for health services available in your community. Identify what each has to offer. Then categorize the information by topics. (Examples: free clinics, weight loss centers, eye care, dentists.)

- Use newspaper ads to make a list of products associated with good grooming practices.

- Save articles that provide tips on health care and on safety.

- Use newspaper information to make a list or collage of supplies necessary for a medicine cabinet. Include personal care items and over-the-counter medications.

- Find articles related to safety in the home. What kinds of accidents are common in the home? How can they be prevented?

Job hunting

- Use the index to locate the classified ads. Skim the headings until you find the employment listings. Note that the ads are arranged alphabetically. Review the meanings of the abbreviations used in these ads.

- Make a collage of jobs that interest you by using classifieds, photos, headline words and other newspaper parts. Explain your collage to the class.

- Study the "want ads" by answering these questions: Is the work indoors or outdoors? Would the employee work alone or with others? Is a uniform required and, if so, is it furnished? Are the hours regular? Is there travel involved? How is the employee paid (hourly, commission, etc.)? Is the job union or nonunion? What benefits are included?

- Classify the employment ads under various occupational titles, like skilled and unskilled, mental and physical, indoor and outdoor. Or classify the ads by job clusters, like health, manufacturing, homemaking and transportation.

- Browse through the classifieds and put a check (or note in some other way) the jobs in which you're interested. Discuss how realistic your choices were.

- Simulate a job hunting experience for the students. Have them select from the ads jobs they think they would like and "apply" for them. Conduct mock interviews. Help students practice writing letters of application, resumes and follow-up letters.

Miscellaneous

- Use figures in clothing ads to identify parts of the body.

- Label figures or items in illustrations or photos as left, middle and right; top, middle and bottom; small, bigger and biggest.

- Use related newspaper information to help students identify which man is not wearing a hat, which coat is different, which dress is longest, etc.

- Find circles, squares and rectangles in the newspaper.

- Find things in the paper that are in groups of three.

- Use a clock and the references to time in movie ads, store ads, the television grid and other parts of the paper to teach students how to tell time.

- Describe the emotions on people's faces in newspaper photos.

- Explain how it would feel to touch an animal or any other pictured object.

Reading and writing

- Identify upper and lower case letters in headlines.

- Clip or identify the letters of your name.

- Identify the name of a city or state on the front page.

- Separate panels of a comic strip and ask students to arrange them in proper sequence.

Study skills

Completing a simple homework assignment can seem like an impossible task to students who don't know how to study. Knowing how to outline, take notes and scan, organize and classify information are critical to learning success. Without them, students can't begin to assimilate the amount of material covered in school.

The newspaper can be an ideal tool for developing or improving study skills. Following are related activities.

Classifying

- Clip various types of information from the paper, like sports stories, world news, advertisements and comics. Sort them into piles of your choosing. Be sure to label each pile. Or, clip articles and separate into given categories.

- Identify the various categories in the classified ad section, the sports scoreboard and the stock listings.

- Gain practice in skimming and classifying by skimming, in a designated period of time, the entire newspaper to identify and clip articles, ads, etc. which deal with a given subject (e.g. women). Then classify all the clippings into sub-categories.

- Classify the comics into categories of your choice. (Examples might be: animals — Garfield, Marmaduke, Animal Crackers; family life — For Better or Worse, Family Circus, Blondie, Lock-horns, Willy and Ethel)

Skimming and scanning

- Skim newspaper pages by concentrating on headlines and photos and jumping from one to another until you find topics that interest you. Read these stories.

- Skim stories by concentrating on the headlines and first paragraphs (the leads). If any of the leads interest you, read on for additional information.

- For practice in scanning, scan the front page of each section and summarize, orally or in writing, the most important news of the day.

- Take several minutes to skim a section of the paper. Then put the section aside and write brief descriptions of what you read. Check to see how much you remembered accurately.

- Skim advertisements as well as stories by identifying the 5W's (who, what, when, where, why) of several selected ads. Repeat the activity with photos.

- Clip several sets of articles. Separate the headlines from the stories and mix them up. See

who can skim the articles most quickly and match the correct headlines and articles.

- Provide students with articles to read while you prepare questions related to those stories. Pose the questions to the students and have them skim to find the answers.

- Skim a long article to locate information which either supports or contradicts a given opinion or conclusion about the topic of the article.

- Skim a selection to determine its main idea.

- Scan the temperature listing in the weather report on B2 and identify the warmest and coldest cities.

- Organize a scavenger hunt through the newspaper to help students practice scanning. Direct them to find 10 specific things, like a photo, an illustration or number in an ad or a word in headline.

Notetaking and outlining

- Practice taking notes by jotting down the main ideas of articles you've read.

- Outline the information in a news story.

- Outline the contents of an explanatory and persuasive article. Be sure to emphasize important details.

- Read a feature article and suggest sub-heads which could be inserted into the article.

Indexing

- Show students where the newspaper index is located and how it helps readers find what they need in the paper. Do the same thing with the index in the classified ad section.

- Give students a short list of subjects or titles and ask them to state the page or range of pages on which each of the articles would be located, based on the newspaper's index.

- Devise a clear and logical indexing system for 20 classified ads you've clipped from the paper.

Determining main idea

- Underline the sentences/phrases in selected stories, editorials, and ads that convey the main idea.

- Organize a matching game by separating articles and headlines and photos and captions. Mix them up and see if classmates can correctly match them.

- Have all students read the same two articles, put them away, and write the main ideas in their own words. Discuss their work.

Values clarification

Values are those things we consider to be very important. They may be physical things like money or property or intangible things like love, religion or peace.

Because values are what we believe in, they affect our entire lifestyle. It is important, therefore, that students are aware of the role values play not only in society but also in their personal lives. Because our values are constantly changing, it is also critical for them to know what values currently dominate American life.

The newspaper is probably one of the best sources for a study of our values. American values are reflected daily in all parts of the paper, particularly the advertisements and the comic strips. Because newspapers are current, they provide information and comments on changing values of our society. Newspapers also make us aware of the values of others.

The following activities are designed to help students clarify American values.

■ Values can be defined in many ways. To understand the meaning of value, find a newspaper story, ad or photo which illustrates each of the following:

1. Values are ideas which are cherished by a group of people.
2. Values tend to set standards for socially acceptable behavior.
3. Values must be learned.
4. Values are sometimes sacrificed in emergencies.
5. Values sometimes conflict with each other.
6. Values are created by environmental factors and historical experience.

■ Analyze American values as reflected in newspaper ads, editorials, news stories and photos. What things are considered important? What is considered achievement?

■ Which of the following do you consider to be an American values: beauty, loyalty, obedience, self-improvement, courage, patience, democracy, marriage, friendship, dependability, responsibility, peace, freedom, honesty, wealth, industry, patriotism, kindness, cooperation, intelligence and strength. Find newspaper articles to support your opinion. Are there other things which you believe are American values that are not included in this list?

■ Discuss any differences in opinion you and classmates might have about the previous list of values. What factors determine whether or not something can be considered a value?

■ Discuss why values are so important to our culture. How would our lives change if no one had any values?

■ Clip comics and editorial cartoons which reflect personal, community and national values and use them for a bulletin board display.

■ Arrive, in writing, at some consensus about current American values and to use newspaper information to determine your stand.

■ Write a persuasive essay on which American values you believe should be changed. Be sure you support your opinions with facts from the newspapers.

■ Use newspaper information to determine the similarities and differences between moral and social values.

■ Explain how an aesthetic value such as taste is different from a moral or social value.

■ Identify the values of "Dear Abby" writers and of the writers of letters to the editor. How are you able to determine the values these people hold?

■ Look through the news pages and clip any stories that describe values of people in other countries. Use these for a comparison of foreign values to American values.

■ Make a list of 10 personal values. Then list 10 values belonging to your parents and grandparents. Are the values the same? If any are different, discuss possible reasons for these differences.

■ Use newspaper information to determine whether the American way of life is based largely on upper, middle or lower class values.

■ Determine the values that mean much to you by writing an essay on one of the following: "The Person I Admire Most," "If I Rule the World," or "Happiness is . . ." (You could select from the news pages the person whom you admire most or the world problems you would solve if you ruled the world.)

■ Find examples in the newspaper of value conflicts and categorize them as personal, community, national or world conflicts. Identify the causes of the conflicts.

■ Locate stories or photos which illustrate what can happen when values conflict.

■ Some American values are based on religious standards. Find examples in the newspaper of such values.

■ On one side of a card, list as many values as you can. How does your list compare with the one on the backside of the card: beauty, loyalty, brotherhood, obedience, courage, patience, democracy, patriotism, dependability, perseverance, freedom, peace, promptness, friendship, responsibility, honesty, reverence, industry, kindness, liberty and truthfulness. Select an article from the newspaper that illustrates a particular value. How does this article describe the value you selected?

■ Find an example of honesty or lack of it in government, advertising, business or individual behavior. In what ways are the parties honest or dishonest? Would everyone agree with your choice?

■ Cut out a newspaper picture of people working together. Why is cooperation valuable?

Is their job easier because they are working together? How?

■ Read a newspaper or article about an angry person. Find out why the person is angry and decide whether he or she has a good reason. What can this person do to lessen his anger? How do you react when you are angry? What are the consequences of anger for the individual? For others?

■ Select a picture or article about a person from the sports page. On a sheet of paper, make two columns listing qualities you do and do not admire about this person. Put an X beside the qualities you possess yourself.

■ Find an event described in the newspaper that you might like to be involved in. Why would you like to participate? In what ways would this activity improve you as a person? Is self-improvement important? Why?

■ Look through food ads in the Morning Call. Find five foods that you have never eaten. Find out what the food looks like and where it is grown. Draw a picture of how it looks. What do you think it tastes like? Would you try eating this food? Is it good to widen our tastes? How does aesthetic value, such as taste, differ from a moral or social value?

■ Find people described in the news who are from a different country or who have different customs than your family. Do the articles tell how the people live and raise their children? What are their religious beliefs? Find similarities and differences to you and your family.

■ Cut out a single cartoon that points out a specific value. Show it to a classmate and see what he thinks the cartoon means. Draw your own cartoon illustrating that value.

■ List values found in feature stories, letters to the editor and question and answer columns. Choose two values that are important to you and write a paragraph stating why.

■ Read through the comics section of the Morning Call and choose a character you might like to be. Give reasons why. On what values did you base your reasons?

■ Find an article in the newspaper about elderly people in our culture or another. Describe the people and decide whether they are interested in any of the same things you are. Make a list

of the values you think they have and determine whether they are the same as yours.

■ Cut out pictures of fashions of all kinds from pictures and ads in the newspaper. Paste them on construction paper. Determine which styles should be worn appropriately for recreation, church, school. Label each picture accordingly.

■ Search the newspaper and find things you like to do. Cut out pictures or articles and mount them on a piece of paper. Then mark whether you like to do it alone, with friends or with your parents. List what you like to do that is not found in the newspaper.

■ If you had all the time and money in the world, what situation described in the newspaper would you change? Tell how you would accomplish that change.

■ Is there a picture of someone who looks lonely? Ask others in your class: "Why does the person feel this way?" "What would you do to help the lonely person overcome his problem?" "What can you do when you are lonely?" "Is loneliness always undesirable?"

■ Turn to the television programming section. What programs will you watch after school or at night? While you watch the programs, fill in the following survey. Report your findings to the class.

Program:

Channel:

Date and time:

Number of children:

Number of men:

Number of women:

Number of violent actions:

Number of people of a race different from yours.

■ Choose someone in the news whom you fell would make a good friend. What qualities do you like about this person? What would you do together? What is friendship, and why do you value it?

■ Play Charades. Pick an article about a value you found in the paper and act out the story in front of the class. See if anyone in your class can find the article you are describing. Then ask the winner to act out the next scene.

**THE
MORNING
CALL**

TEACHING ABOUT NEWSPAPERS



**Newspapers:
Good "news"
for today's
teachers**

From an educational standpoint, newspapers work exceptionally well as instructional tools. Newspapers provide "real-life" referents for teaching what might otherwise be abstract concepts. They are up-to-date, motivational and practical.

Students who read newspapers learn to sharpen life skills, develop reading, writing, speaking and listening abilities, examine

and use information presented in charts, pictures and words, gain information needed to make career decisions, and develop critical thinking skills.

The list is endless. Newspapers provide students with the skills and information that are essential keys to productive adult lives.

Isn't that what teaching is all about?

Introducing the newspaper

If students are to use newspapers in schools and as lifelong learning tools, it's important that they learn how to use them effectively. What kinds of information can be found in newspapers? What's helpful or interesting to them?

Following are activities designed to introduce students to the newspaper and to the many roles it plays in our society.

■ Remember to give plenty of direct instruction on handling the paper itself. Take time to review how to open and fold it and how many different sections there are. Point out the section and page numbers on the top right and left of each sheet.

■ Provide free reading time so students discover for themselves what is in the newspaper. Give them a chance to read items that interest them.

■ Show students where the index is and how it helps readers find what they need in the newspaper. Make a game out of seeing who in the class can find things fastest by using the index.

■ Show students how to skim newspaper pages by having them concentrate on headlines and photos and jump from one to another until they find stories that interest them. Encourage them to read these articles.

■ Explain to students the inverted pyramid style of news writing. (This refers to the order in which information is arranged within a news story. The most important information is right at the beginning and less important details follow.) Explain how this structure allows readers to read only the first few paragraphs and still get the most important facts or read the entire story and get the extra details. Also point out that the bottom half of this "pyramid" is usually not covered by the electronic media.

■ Help students practice finding the 5W's in news leads (who, what, when, where, why). Help them identify the details in the stories that flesh out the leads.

■ Explain to students how world, national and local news are found in specific sections of the paper.

■ Discuss with students how editors use large headlines or specific design to signal the importance of a story. Have them find examples.

■ Help students generalize about the newspapers arrangement. Where is the most important information of the day found? Where do the comics, editorials, sports and advertisements appear in relation to the front and back of the paper?

■ Help students speculate about the implications of what they read. Help them become critical readers by having them look for comparisons and contrasts, sequences of times and

events and opinions.

■ The newspaper is dedicated to four functions — to inform, interpret, serve and entertain. Help students find newspaper examples which illustrate these functions.

■ Find in the paper an example of a world, national and local problem. Analyze each one by answering the following questions:

- What is the issue or conflict?
- What types of conflict are involved (individual vs. individual, individual vs. group, group vs. group)?
- Identify the sides involved in each conflict. What are the major points each side is making?
- How did the conflicts arise?
- Suggest actions which should be taken to resolve each conflict and rank them in order of promise. What are the possible consequences of each alternative.

■ Locate and read in the news or editorial pages examples of community problems. Then answer these questions:

- Do you think these articles will lead to citizen action to resolve the problems?
- Will they lead to government action.
- Do any of the articles report resistance to action taken by the government or any groups in society to deal with the problem?
- What do you think are the best solutions to each problem?
- How do newspapers provide community leadership?

■ Everyday, editors must make decisions about which stories to print. They base their judgments on the following criteria:

Timeliness — Is the news current and of interest to readers at this time?

Proximity — Did the news take place nearby? Does it relate to local needs or interests?

Consequence — Does the story affect a large number of persons?

Unusual — Is the information unique or unusual?

Prominence — Does the story deal with well-known people?

Suspense — Does the story tell of suspense created by disasters or unsolved mysteries?

Conflict — Is there conflict dealing with persons, situations or emotions?

Emotions — Does the story deal with love, pity, hate, etc.?

Progress — Does the story tell about discoveries or advances through science, medicine or technology?

Have students select five news stories and identify which of these characteristics each contains.

■ A scavenger hunt is a good way to familiarize students with the various parts of the newspaper. Divide the class into teams and provide each team with the following list. Ask students to write the numbers of the pages on which the items can be found. Or, have them clip, paste and label the items on construction paper or oaktag. Award a prize to the team that finishes first.

A news capsule or summary

The index

Weather forecast

Two headlines

Local dateline

National dateline

Weather map

Obituary

Birth announcement

Funeral notice

Editorial

Editorial cartoon

Two favorite comic strips

Boxscore

Sports photo

Dear Abby letter

Movie advertisement

Two display advertisements for something the team wants to buy

Horoscopes for all team members

Two news stories, one national and one local

Two classified ad listings for items the students want to own.

Local sports story

Three bylines

■ Discuss the comic strips with students. Besides being very entertaining, what other roles do they fulfill? (They comment on current issues, reflect on society and its values, humorously point out differences in people and lifestyles and comment humorously on real-world problems.)

■ Discuss with students at least five consequences that would result if newspapers suddenly did not exist. Have them explain how the absence of newspapers would directly affect their lives, their families' lives, their communities and the world.

■ Brainstorm for reasons why people should read newspapers. List ideas on the board or overhead projector. Underline reasons that apply

now to the students in your class and circle the reasons which explain why they should read newspapers when they get out of school.

Comparing media

■ Choose three important stories from the front page and compare them with the radio and television broadcasts of the same events. How does the coverage differ? Use these stories as the basis for discussion on the advantages and disadvantages of each medium. (General advantage of electronic media is live coverage; general advantages of print media are in-depth coverage and ability to clip information for future reference.)

■ Compare copies of various American newspapers. Draw up a list of common characteristics of newspapers. Use this information to write a report comparing the papers. What are the advantages and disadvantages of each? (Some newspapers are considered superior journalistically, but don't carry local news and job market information.)

■ Compare copies of *The Morning Call* from different days of the week. What sections appear everyday? What sections or columns appear only on some days?

■ Newspapers are known for influencing public opinion on important issues. Can the same be said of the electronic media? Debate this topic, using specific examples.

■ Obtain the front pages of several major newspapers for the same day and post them on the board. Compare the emphasis put on various articles in each paper. Are there any outstanding differences?

Repeat this activity using the news programs of several major networks and radio stations. How do all three compare in terms of the most important stories of the day?

■ Compare in writing the efficiency of newspapers with that of other modes of mass communication. Be sure to include factual information as well as opinions.

■ It has been said that the newspaper is the best visual display we have of our society and culture and that each edition is a written record that reflects the way we are. Find examples from the newspaper which reflect this statement. Can the same be said about radio and television?

■ Discuss the values to society which a derived from a public forum like letters the editor. Are there equivalent forums in radio and television?

Newspaper language

People who work at a newspaper have a language of their own. Following is a glossary of terms to help students better understand the newspaper. To help students learn the meanings of the words, encourage them to find an example of each.

AP — abbreviation for Associated Press, a wire service used by many newspapers.

BEAT — a reporter's regular area of coverage.

BODY TYPE — the type style used in the body of the story.

BOLD FACE — applied to type, means the heavy or dark type such as that used in the capitalized terms on this page.

BYLINE — the writer's name at the beginning of an article.

CLASSIFIED AD — the "want ads," located toward the back of a newspaper and called "classified ads" because they are grouped under classifications.

COPY — the articles, ads, headlines, photos and illustrations used in the newspaper.

CUTLINE — the caption under a photo.

DATeline — the line at the beginning of a story giving the location of the reported incident.

DISPLAY AD — advertisements which display food, clothing or products etc. which the merchant wishes to sell; also includes type.

DUMMY — a preliminary diagram or layout of a newspaper page, showing the placement of stories, photos and ads.

EDIT — to measure, proofread, write a headline or approve a story for publication.

EDITION — series of issues of a newspaper in one day, differing in local news coverage and times of distribution.

EDITORIAL — article containing the expressed opinion of the newspaper on an issue currently in the news and located on the editorial page.

FEATURE — a story that is not hard news; feature articles are often about food, fashions, people, music, etc.

FLAG — the name of the newspaper set in a particular style of type on the front page.

HARD NEWS — factual news stories without opinion.

HALFTONE — a reproduction of artwork and photos that are to appear in the paper, including the graduation of tones and shades.

HEADLINE — larger type set above a story, intended to create reader interest and summarize the story.

KILL — to strike a story from publication.

LAYOUT — same as a dummy

LEAD — The first few sentences or the first paragraph of a news story, containing the summary of the story. It usually follows the rule of telling the who, what, when, where and why (5W's).

MASTHEAD — a box of information, usually found on the editorial page, stating the title, ownership, and management of the paper. May also include subscription rates, volume number and years of publication.

PICA — printer's unit of measurement, equal to 1/6 of an inch.

PUBLISHER — person responsible for the total operation of the newspaper; often the owner and CEO.

R.O.P. — run-of-paper news and advertising.

SCOOP — an exclusive story.

STYLE BOOK — the printed book of rules on typographical style to be followed by writers and editors.

SUBSCRIBER — one who gets the newspaper delivered on a regular basis.

TIP — information from a source outside the newspaper leading to a story.

WIRE COPY, WIRE PHOTO — stories and photos sent "over the wires" from AP and other wire services.

WIRE SERVICE — syndicated news gathering organizations located around the world.

Newspaper writing

The newspaper contains many examples of writing. Some articles are informative, interpretive, or explanatory, while others are humorous, laudatory or instructional.

Newspaper writing involves many skills. Reporters and editors must learn to collect information, focus their writing, give it shape and order, strive for accuracy and brevity, clarify, write, re-write and polish, all the while working within the constraints of time and space.

To fully understand the newspaper, students need to be familiar with its many different types of writing styles and purposes. Following are activities designed to achieve that goal.

■ The newspaper contains three types of writing — that which is intended to inform, to entertain and to persuade. Find five examples of each type and compare. Underline the words or sentences that are informative, entertaining or persuasive.

■ Study the inverted pyramid style used in news stories. Find a short article in section A, preferably one of four-six paragraphs, and number each paragraph. Draw an inverted triangle on a sheet of paper and divide it into four sections lengthwise. In the top fourth, list the 5W's; in the second compartment, the facts which elaborate on the lead; in the third, the extra details, and in the bottom compartment, the least important information.

Discuss how this process organizes information and serves the reader. Then follow this procedure to write a news story that relates a significant event in your life.

■ Repeat the previous activity with a feature story. Note that the writing style is generally opposite that of a news story, i.e. the information is arranged in pyramid order.

■ Editorials generally contain three parts — the statement of the problem or issue, substantiating material and a call for action. Discuss the purpose of editorials and how they affect readers. Make a list of the processes involved in writing an effective editorial, like collecting facts, writing persuasively, organizing information. Then follow these steps to write your own editorial on an issue that interests you.

■ There are four types of editorials — those written to interpret, to influence, to praise or to entertain. Read several editorials and classify them according to these types.

■ Persuasion is a technique that is critical to advertisements, letters to the editor and editorials. Make two columns on a sheet of paper, labeling one "favorable" and the other "unfavorable." Then clip a display ad, a classified ad, a letter to the editor and an editorial and list all the

persuasive words and phrases found in these items in the appropriate columns. Discuss how these articles would change without these words. Write a persuasive article, using these words.

■ Find examples of humorous writing in the paper, like Erma Bombeck's *Wit's End* and Mike Royko's column. Identify the purposes (besides entertainment) that these articles might serve.

■ Classified ads are written as concisely as possible to save the advertiser money. Study several examples of these ads, noting how non-essential information is left out. Then try your hand at writing your own ads which attempt to sell something in the classroom. Check the ad to be sure they contain only necessary information and no padding.

■ Lead paragraphs are other good examples of concise writing. Try writing leads which describe events that occurred to you yesterday.

■ Display advertisements generally contain words and phrases as opposed to complete sentences. Clip an interesting ad and rewrite it, using complete sentences.

■ To identify a writer's purpose, compare a news story and an editorial written about the same event. What specific words or techniques make them different?

■ Clip five examples of features. What techniques make these articles different from news stories and editorials?

■ Letters to the editor usually express feelings about an issue, defend a viewpoint opposite one presented in an editorial, state an opinion on a problem or answer a previously published letter. Read five letters and classify them according to these types.

■ Study the letters to the editor page. Determine which letters deal with local issues, national issues, international issues, religious or ethical issues and economic issues?

■ Distinguishing fact from opinion is important to newspaper writers. Facts are found in news stories, and opinion (and facts) in features, advertisements and editorials. List examples of fact and opinion in a selected feature, ad and editorial.

■ The following characteristics can be found in any good advertisement:

- 1) It gets attention.
- 2) It shows the advantages of the product.
- 3) It persuades the reader.
- 4) It asks for action from the reader.

Analyze several newspaper ads for these characteristics.

Freedom of the press

A free press and education are often referred to as the cornerstones of our democracy, for both play vital roles in sustaining that system. The free press has the responsibility to ensure the public's right to know and to guard against secret government, and it has the freedom to fulfill that role through the First Amendment. Schools, in turn, have a responsibility to prepare a citizenry that is able to understand the issues involved in the maintenance of that freedom.

However, teaching students the role of the First Amendment and acquainting them with the stakes involved in their right to know is no easy task. The subject often seems remote and abstract to them. Nevertheless, it is essential to study the rights of the press because they pertain directly to our freedom. Such a study is critical.

Discussion questions

Use newspaper information for background and support material to discuss, orally or in writing, the following questions. Be sure to use specific examples to defend your views.

■ Should newspapers be free to express all points of view on an issue? If not, what exceptions should be considered?

■ What specific rights are guaranteed to newspapers by the Constitution?

■ Editorially, should newspapers reflect the majority opinion in a community?

■ Why is a free press necessary to a democracy?

■ Should newspapers print articles by individuals who hold views contrary to the accepted values of democratic society or articles by people known to be extremely liberal or conservative?

■ How do newspapers influence public opinion?

■ How would your life be different if your community did not have a daily paper? (Cite specific examples.)

■ Upon whose shoulders does the future freedom of our country rest most heavily — our teachers or our news media?

■ Are the freedoms granted to the press by our forefathers still valid today in view of the current power of the press and the wide-reaching influence of the broadcast media?

■ The press is often described as the "Fourth Estate — the fourth branch of government, unelected, unappointed and often undisciplined." What is meant by this statement? What is the relative importance of the press as compared to the other three estates?

■ An advertisement in the classified ad section of the Binghamton (N.Y.) Sunday Press in January 1972 called for "sales men" and sought to hire a "\$18,000-\$25,000 caliber man." A New



York appellate court found the ad expressed a preference for men to the exclusion of women for employment positions not uniquely required to be filled by men. The court further held "where a newspaper permits its advertising space to be used for placement of obviously discriminatory advertising for employment positions, it must be held culpable for perpetuating sex discrimination."

Do you agree with the court's decision in this case? Is there a conflict between the rights of individuals and the First Amendment rights of the press? If so, how can they be resolved?

■ "It is within the very nature of democratic process that there should exist an inherent conflict between the press and the politician."

Explain this statement, using specific examples. Cite areas of work performed by the politician and the news reporter which could cause this conflict.

■ Should Congress pass a law to regulate the press? If so, specify how it should be controlled.

Activities

■ December 15 is Bill of Rights Day. Scan the paper for articles and photos that exemplify the various provisions of the Bill of Rights. Make a list of how each one personally affect you. Discuss how life would be different in this country — and how it is different in other countries — without any one of these rights.

■ The right to gather information — all information — to toss it into the arena of public discussion and to make vital decisions regarding this information are critical to the survival of a free nation. Find three examples in the paper which support this statement. Explain how our freedom would have been threatened if the information in the examples would not have been published.

■ Help students to identify censorship as alien to a free society by clipping, prior to class, all the articles from page one that would not be allowed in a country without freedom of the press. Distribute the papers without comment and allow sometime for students to read. Wait for reactions and use them as a basis for discussion on censorship and freedom of the press.

■ The American invasion of Grenada made the free press issue very real and immediate. It raised anew the conflict between government decisions and the rights of the press. Use past editions of the paper to analyze the way this controversy was presented and to determine the potential dangers of reporters not being allowed to go to the island.

The American Society of Newspaper Editors said the restrictions on coverage imposed by the Reagan administration went "beyond the normal limits of military censorship." Others believed the administration was acting in the interest of the reporters' safety, so the limitations were justified. Discuss this conflict. With which viewpoint do you agree? How would you define the "normal limits of military censorship?"

■ Make a list of all the functions provided by a newspaper, like publishing news, serving as an advertising medium and printing social announcements, calendars of events and critical reviews of cultural happenings. Pretend you live in a society in which there are no newspapers. How would each of the functions on your list be met? Compare the efficiency and effectiveness of other modes of providing the information to that of newspapers.

■ Organize a debate on one of the following topics:

a. Should newspapers be allowed to criticize the government?

b. Should government control the news during times of war or when it believes that national security is involved?

■ Set up a file of newspaper clippings related to freedom of the press and other First Amendment issues.

■ Analyze the types of opinion expressed in the editorials, letters to the editor, columns and editorial cartoons. Compare these opinions with those in newspapers in countries without a free press (if English editions are available).

■ Prepare a radio or television broadcast based on news in the paper. Do not include stories that would not be tolerated in a dictatorship regime. Compare this broadcast with any current one and discuss the results of restrictions placed on news in dictatorships.

■ Re-enact a court scene in which the judge must decide whether or not to jail a reporter for refusing to reveal confidential sources.

■ Debate this statement by Jean Otto, editorial page editor of the Rocky Mountain News: "Every citizen has the right to think and say and write about what he or she believes, within the reasonable restrictions of libel and incitement to riot."

■ Conduct an essay contest on the meaning of free press in a free society. Have it judged by journalists and give a book on the First Amendment to the winner.

■ Use the newspaper to keep up to date with cases affecting the free press. Discuss the issues and their resolutions.

■ Make a list of characteristics of a fully informed citizen. Draw up your plan for becoming one, including a list of resources you consider essential.

■ Use reference materials to trace the history of freedom of the press in this country. Why was it established? List any events that threatened the existence of a free press in America.

■ Consider the following quote by Thomas Jefferson: "Were it left to me to decide whether we should have government without newspapers or newspapers without government, I would not hesitate for a moment to prefer the latter."

What is your opinion of Jefferson's stance? Is it a valid one for today's society? Are there qualifications you would make before accepting the quote?

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Isn't that what teaching is all about?

Classified ads

Classified ads lend themselves well to a variety of learning experiences, as seen in the following activities.

Create a short poem using only words you have clipped from the classified section.

■ Study various classified ads to determine what portion of the ads is fact and which is opinion.

■ List all the persuasive words you find on one page of classified ads. Make a chart listing words under the headings: favorable, unfavorable or neutral.

■ Study a newspaper from another geographical location in addition to your local paper. List differences in occupations and cultural patterns as reflected in the classified ads.

■ Scan the help wanted ads and write any new word as it appears in context. Try to guess the meanings of these words by the way they are used in the ad. Then check the meanings in a dictionary.

■ Look through the real estate section. Find an advertisement for a home that is appealing to you. Draw a picture based on the description in the ad.

■ Select a classified ad and write an imaginary news story based on it. Supply all facts necessary to complete the five W's.

■ Scan other sections of the newspaper, such as the comics, news or feature stories. Use information in these sections, like characters, items and jobs, to write appropriate classified ads.

■ Look through the classified section for an interesting item for sale. Then write a short story about it. In the first paragraph, tell how the item feels about losing its home and why it is being sold or given away. In the second paragraph, tell what kind of new home the item hopes to find.

■ Select three classified ads that are no longer than four lines. Rewrite each ad in complete sentences.

■ Study the classified ads and underline adjectives that are overused. Use a thesaurus to find substitute words.

■ Compile a list of all the services available through the classified ads. How can services from people like carpenters, plumbers and other repair people be attained?

■ Pretend you are having a two-bedroom apartment painted. Prepare to talk to painters by studying their ads in the classifieds. Cut out five ads and attach to a sheet of paper. Circle words that will remind you of things you want to ask the painter. Compile five complete questions.

■ Rewrite the following paragraph in classified ad form, using no more than 15 words. Use real ads as models. What kinds of information are usually not included in classifieds? Why?

I have a car, believe it or not. It is not exactly in what you would call mint condition. In fact, it needs a little work to put it in satisfactory shape. It's a Chevy. I'll take whatever I can get for it. I

hope to get \$260. My name is Richard, but by friends call me Rick. If you want to call about the car, I'm home after 7 p.m. at 555-0234. Oh, yes, the car has two doors.

■ Have available for your students names and addresses of newspapers around the world. Have each student write to request a copy of a newspaper on a date which the class has selected. (Enclose postage and handling.) When your newspapers arrive, compare the help wanted ads. For example, how many ads are in your local newspaper for nurses as compared to the other newspapers? Do the amount of different types of want ads tell you anything about different cities?

■ Turn to the lost and found category. Personify an object in this section and write a paragraph from the object's point of view.

■ Use details in real estate ads to create a setting for a short story or play.

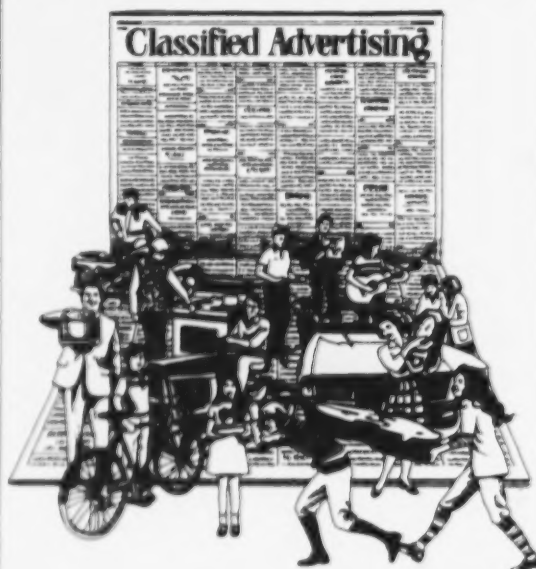
■ Find in classified ads illustrations of literary terms such as allusion, metaphor, simile, imagery and alliteration.

■ Read the job offers in the classified section. What types of jobs are in the greatest demand? Why? What skills are required in these jobs? What kind of education is necessary?

■ Find five different kinds of jobs advertised. Try to find two from each of these categories: clerical, technical, professional, domestic and sales.

■ Use a dictionary to write the definitions for "career" and "occupations." Look through the classified section in today's newspaper and make a list of those jobs that would fit into each category.

■ Look through the help wanted section of the newspaper and make a list of the jobs available. Note the location of these jobs. Use a map of the Lehigh Valley to identify whether the jobs



■ Look for three houses for sale that list both price and square feet of living area. Find the cost per square foot for each house. Write a paragraph that begins, "It is useful to know the number of square feet of living space in a house because..."

■ Circle three real estate ads that give both size and price. Figure the price per square foot for each (one acre equals 43,560 square feet).

■ Pretend you have \$20,000 to purchase a vacant lot. Cut out the first 10 ads in the land-for-sale category. How many lots are listed? How many listings give both the price and the size of the lot? Convert all lot sizes to either acres or square feet. What is the largest lot you can purchase with your \$20,000?

■ Find car advertisement that lists the estimated miles per gallon. Determine the cost of using this car to drive from your city to another at the current price of gasoline.

■ Measure how many inches of ads the classified section has for: houses for rent, houses for sale, condominiums, furnished apartments for rent, unfurnished apartments and mobile homes for sale. Draw a chart showing the size of each category. Write a short explanation of your chart.

■ Select a make and model of a car you would like to own. Clip as many ads for this type of car as you can find. Which is the best buy?

■ Scan the classified section for fractional numbers. Circle in red all the fractions equivalent to $\frac{3}{12}$. Circle in blue all the fractions equivalent to $\frac{6}{8}$.

■ Select a car ad and find the cost of the car. If you purchased it on credit with 13.52% annual interest rate, and paid for it in three years, how much would the car cost including interest?

■ Cut out five auto classified ads that give Annual Percentage Rate (APR) — the interest rate you pay when you buy on credit. Arrange them in order of increasing APR. What is the difference between the highest and the lowest rate? What is the rate for the oldest car?

■ Select a house from the real estate section of the classified ads. Calculate the total cost of the house including one-fifth down payment, and the remainder at 13% interest over a period of 20 years.

■ Circle five advertisements for houses. Find the average cost of these homes. Then find the average cost of homes which have two or more bedrooms.

are in the northeast, northwest or southeast area of the valley.

■ Use the dictionary to write a definition for "white-collar," "blue-collar," and "pink-collar" jobs. Look through the classified section list all jobs under each category. For each job you choose, find the following information: amount of education, amount of experience, special requirements, hours.

■ Given the headings "home furnishings" and "home appliances," under which would you look for the following items: dryer, rug, chair, sofa, tv set, sewing machine, stereo, waterbed, refrigerator and vacuum cleaner?

■ Pick an item you own to sell in a classified ad. List all the details about the item such as original price, description, condition or uniqueness. Determine which information is not important. From this information, compose a three or four line ad.

■ Use interesting information in classified ads as the basis for a plot for a short story or short dramatic dialogue or monologue. Use personalities in the news for your characters.

■ Use Morning Call classifieds as models for ads based on literary works. (Examples: WANTED: Plastic surgeon to shorten extremely long proboscis. Desperate. — Pinocchio. NEEDED: Clues to the whereabouts of 12 antique wooden soldiers. Last seen traveling the English countryside. — Return of the Twelves by Pauline Clarke.

■ Find references to classical mythology in car ads, like Impala, Mercury, and Galaxie. Research the allusions and discuss the connotation of each term as it may affect a buyer.

■ Use the houses for sale section to figure out the average cost per home for four different communities. Draw a bar graph to illustrate your findings.

■ Select three apartment listings. Assume you have a spouse and three children. Which would you choose and why?

■ Find the car ads. List on a sheet of paper the price (using whole numbers) of a new Chevrolet, Ford, Toyota, Volkswagon and Datsun. Beside each number write the name of the auto.

■ Determine the commission you would make if you sold a car listed in the classified section. Assume you get made 13% commission.

■ Underline classified ad abbreviations or words that might puzzle the reader. Write out what word the abbreviations stand for. Explain unusual words.

Comic strips

Ask any student what he reads in the newspaper and his most probable answer will be the comics. There's no doubt that comic strips are a favorite of your readers (and adults as well). Even the most reluctant readers are captivated by the "funnies."

Besides being very entertaining, the comics are also educational. They deal with real life situations as well as fantasy and imagination. They reflect on society and its values, comment on current issues and point out differences in people and lifestyles. They are also instructional because they introduce new words into a student's vocabulary and utilize punctuation, dialects and grammatical concepts. Because of their popular appeal and relevancy, comics are also motivational.

Teachers can capitalize on this high interest area to improve students' reading abilities. Following are ways to use the comics to develop and reinforce various reading skills.

Classification

■ If *Animal Crackers*, *Garfield* and *Marmaduke* were in one category, what would be the label for that category? Have students select 15 of the comic strips in *The Morning Call* and classify them by theme, content or format. Do any of them fit into more than one category.

■ Divide a sheet of paper into three columns and label one column "jobs," another "history" and the third "family life." Study the comics and write in each column the names of the strips that fit into these classifications. Identify the different jobs that are portrayed (like Dick Tracy's), the different periods of history that are covered (*Hagar* and *Wizard of Id*) and the comments made about family life (*Family Circus*, *For Better or Worse*, and *Lockhorns*).

Predicting outcomes

■ Predict, orally or in writing, what might happen if:

1. Hagar, a member of his country's military, were to visit Beetle Bailey?
2. Snoopy and Marmaduke or Motley and Garfield belonged to the same owner?
3. The Born Loser won a million dollar lottery?
4. The Lockhorns visited Willy 'N' Ethel?
5. Nancy saw Rollo with a pretty girl?

Seeing relationships

■ Complete these analogies.

1. Blondie is to Dagwood as Ethel is to .
2. Rollo is to Nancy as Charlie Brown is to .
3. Simpkins is to Marmaduke as Herman is to .
4. Mr. Dithers is to Dagwood as Thornapple is to .

■ Compare in writing two comic strips about families or family life, like *For Better or Worse* and *Family Circus*. Are the characters and situa-

tions true to life? What is the purpose of each strip?

■ Rank, by age, the children in *Peanuts*, *Nancy*, *Family Circus*, *For Better or Worse* and *Wright Angles*.

Details

■ List every detail you can that describes Charlie Brown (or any other favorite character). Be sure you include information about his appearance, family, hobbies, etc.)

■ Play the game "Who Am I?" with students to see how many details they can remember about comic strip characters or plots.

■ Make a list of questions based on today's comics and use it as a drill to see how well students read for specific information.

■ Identify geographic features (like mountains or rivers) that are illustrated in the comics.

■ Identify the season of the year (based on what clothing is worn) or the time of the day (based on what they can see) that is illustrated in the comics.

■ Make a list of all the characters in the comics who are wearing a hat (or a list of all the female characters, etc).

Language Arts

■ Circle all the verbs in comic strips dialogues. Then practice substituting other verbs that won't change the meaning of the strip.

■ List all the names found on the comic page in alphabetical order.

■ Identify prefixes and suffixes in the comics.



- Some comics make a point of using proper grammar and never use phrases like "wanna" or "gimme." Other strips try to characterize the ways groups speak. Select examples to show students how speech, accent and grammar are reflections of character, position, background and geographic origin.

- Rewrite one of their favorite comic strips in paragraph form. Be sure you use quotation marks and complete sentences. Join the action in each panel with descriptive narration.

- Study the elements of humor (irony, contrast, surprise) in comic strips. Which comic strips do you consider funny and discuss your reasons.

- Create a bulletin board display of comic strips which have figures of speech and special word plays. Ask students to clip examples of puns, idioms, connotative phrases, etc. to put on this board.

- To reinforce sequence training, cut apart and scramble the panels of comic strips. Then have students read the panels and arrange them in proper sequence. (Teachers may want to number the panels on the back so students have a self check.)

- Comic strips usually spotlight a special theme. Some of these themes are social satire, women's world, professions, science and instruction, history and fantasy. Categorize Morning Call comics according to these themes.

- Choose a comic strip with a continuing story, ask students to read it for a week and at the end of the week predict what will happen in the strip in the upcoming week. Be sure they justify their predictions with facts from the strips. Then allow students to read the comic the following week to see how close their predictions were.

- The comics are ideal for teaching parts of speech. Use different colored pens to circle or underline nouns, pronouns, verbs and adjectives.

- Write headlines for five comic strips in today's paper. Make sure each headline conveys the main idea of the strip.

Math

- Calculate the total sum of all the numbers found on a page of comic strips.

- Count the number of strips on the page.

- Figure the percentage of characters in today's comic strips that are wearing a coat.

- Identify numbers (in numeral and in word form) in comic strips. Then translate words into numerals and numerals into words.

- Measure the width and depth of a comic strip, and determine the total number of square inches in the strip.

- Do a student survey to determine the most and least read strip. What percentage of students read these strips? What is the percentage of male and female readers?

Social studies

- Identify American values as reflected in the comics. What is considered important according to these strips.

- Use comics with students to study personal conflicts. Discuss problems presented in the strips and ask students the simplistic solution often pictured in comics with more realistic ones.

- Identify the different types of jobs presented in comic strips. Discuss the qualifications needed for each one. Do you know anyone who has any of these jobs?

- Locate examples in the comics of the following concepts: power, conflict, values, ecology and adaptation.

- Study panels of comic strips and describe any cultural differences depicted in them. Then list the ways in which you were able to identify these differences (e.g. customs, dress, language, food).

- Define "patriotism," "citizenship" and "loyalty" as depicted in the comics.

- Examine the comics for a character who is going on a trip and locate where he is going on a map.

- Select a comic strip, comment on how it reflects the social conditions of this country and compare it to the lifestyles of other countries you've studied.

- Point out examples of social commentary in comic strips. (Some of the social problems discussed in comics are sexual or racial stereotyping, the generation gap, family standards and government bureaucracy.)

Science

- Examine the comic strips to find examples of characters who are defying the laws of science (e.g. a dog driving a car). See how many you can find.

- Find examples in the comics of things that require electricity.

- Find a comic strip that indicates it is raining, snowing, hot and cold.

- Find examples in the comics of things that didn't exist 50 years ago and identify the changes that occurred to make these items possible. Predict which items will be obsolete 50 years from now and explain why.

- Turn to the weather report and see what the forecast is for this area of the country. Does the weather in any of the comic strips appear to match that of any part of the country?

- Find a comic character that is not human.

- Find a comic character who makes mistakes.

- Find a comic with only one frame.

- Find a comic strip that kids would like to read.

- Find a comic strip that adults would like to read.

- Find a comic strip that takes place in the past.

- Find a comic character that is a child.

Photographs

Photographs enrich our lives in many ways. They add beauty to our world and enhance our understanding of it by offering visual interpretations of people, objects and events.

Newspaper photographs also enhance our lives. Pictures that accompany stories offer factual information, add dimension, reinforce impressions and give concrete meanings to abstract ideas. They also provide us with a visual record of important and interesting events.

In the hands of teachers, newspaper photographs are truly worth a thousand words. They can provide material for conceptual development and for creative writing activities. They can be used to help students recognize emotions and details and draw inferences. They can also be used as a stimulus for developing and reinforcing many other skills, and can be particularly motivating in today's visually-oriented world.

Primary grades

- Count the number of people or objects in photos. Or count the number of photos on a given page.
- Clip two copies each of several interesting photos and mix them up. See if students can match them for practice in visual discrimination.
- For a given period of time clip as many photos of animals that you can find in *The Morning Call* and paste each on a sheet of paper. Write the names of each one and separate into two piles — wild and domestic.



- Clip 25 photos and ask students to arrange them in categories of their choice.
- Find the largest and smallest photo on a page or in one section.
- Locate photos which depict different climates and seasons.
- Create collages of photos that show different types of transportation, homes or clothing.
- Make a "Who Am I?" bulletin board display of famous people.
- Study photos for circles, squares and triangles. Outline these shapes with colored pencils.
- Identify feelings illustrated in emotion-laden photos and describe the feelings that are communicated in each one.
- Start a scrapbook of community and national leaders pictured in *The Morning Call*.
- Find examples of photos that communicate cooperation, danger, play, work and love.

Secondary grades

- Select several *Morning Call* news articles and accompanying photos. Study them and explain why the photos are significant to the stories.
- Make a bulletin board display of photos related to careers. Discuss the qualifications of each job. Discuss the various careers in photography.
- People from different parts of the world are frequently pictured in the paper. Clip these and pin them to the appropriate countries on a map.
- Save interesting, humorous, emotion-laden or unusual photos and use them as the basis for poetry, essays or other creative writing assignments.
- Clip any three photos and use them as the beginning, middle and end of a written short story.
- Identify the 5W's in selected news photos.
- Practice writing fiction by writing a story about what you think happened before or after a photo was taken.
- Practice writing concisely by writing your own captions and puns for selected photos.

Sports

One of the things students enjoy most in the newspaper is the sports section. No doubt about it, this section is popular with young readers (and adults as well). Even the most reluctant readers scurry to the paper to find out how their favorite teams are faring.

Teachers can capitalize on this high-interest area to reinforce basic skills. Besides being entertaining, the sports section offers a rich source of lively educational opportunities for students of any age.

Younger Students

Language arts

- Look through the sports section for words you can read. When you find one, cut it out and paste it on a piece of paper.

- Clip two copies of several sports photos and ask pupils to match them.

- Underline all the compound words on a selected sports page.

- Choose a sports photo and make a list of all the nouns (or verbs or adjectives) in the photo. (Examples: players, team, weather, uniforms, faces, people, stadium.) Then write sentences using these nouns.

- Study the color and action of sports stories by circling all the adjectives and adverbs in one article. Discuss how these add interest to the story. Or, recopy the story, eliminating all the "color" words. How was the story changed?

- Sports stories are ideal for a study of synonyms. Find all the words used in place of win and lose on a given page. (Examples: captured, secured, gained, trampled, defeated.)

- Read silently in a timed situation a sports story with many details. When the reading time has elapsed, list on the board as many details as you can recall. Check your list against the information in the article.

- Clip three pictures of sports personalities with striking facial expressions and identify the moods/emotions in each photo. Then write a story based on one of the moods.

- Read a major sports story and determine which statements are being made by the reporter and which statements the reporter attributes to others.

- Sports writers use terms that pertain to certain activities, like blitzing and grand slam. Create an original sport and make up words to describe certain activities of that sport. Be sure you can explain the meanings of your new terms.

- Create a scrapbook of clippings related to your favorite sport.

- Use classified ads as models for writing your own ad for a football coach or quarterback for a team of your choosing. Be sure to include specifications like, salary, experience and other qualifications.

- Use the content of a sports story or photo as the beginning or end of an original story or



poem.

- Clip 25 photos of different sports and classify them.

- Distinguish between fact and opinion by underlining in red all the factual statements in a sports story and in blue all the opinions.

- Identify the 5W's (who, what, when, where and why) of several sports stories and photos.

- Practice summarization skills by writing the main points of an article in one paragraph.

Math

- Arrange numbers from sports headlines and ads in order — lowest to highest.

- Compute the point differences in sports scores.

- Chart the wins and losses of a team on a graph. Record the wins and losses on the horizontal axis and the number of games played on the vertical axis.

- Circle all the numbers and number words on a sports page. Group them as follows: odd numbers, even numbers, prime numbers, num-

bers divisible by 10, numbers divisible by 3 and two-digit numbers. (Some numbers may overlap into several categories.)

- Locate geometric shapes in sports photos and ads.

- Choose any two-digit sports score and find the product of the two numbers, their sum

and difference, the quotient of the two numbers to the nearest hundredth and the sum of all these answers.

- Compute the percentage of points scored in each quarter of a game.

Geography

■ Combine map skills with sports by designing symbols for your favorite local or professional sports teams. Move these symbols daily on a large map to plot the locations of team competition. As an alternate activity, mark each team's hometown.

■ Calculate how far you would travel to various sports events covered in the paper. What are some of the geographic features you would pass over in a plane and be able to see from a car?

■ Determine how many of the games mentioned in the sports pages were played east of the Mississippi and west of it. Plot the location of each story on the map.

Older Students

■ Create and solve your own math problems using sports statistics. Example: If a baseball team won 19 of its first 27 games, how many games will probably win in the 162-game season? ($19/27 = x/162$)

■ Clip the scores of a favorite team. Compute the percentage of wins and losses if the team wins the next game and if it loses. Check the paper to see which set of figures came true.

■ Rewrite a sports story from the perspective of 25 years ago or 25 years from now.

■ Take a set of statistics from the sports pages, like a team's win/loss record, and express in word form the method of finding these figures.

■ Compare, in writing, the television, radio

and newspaper coverage of a sports event. Discuss the different approaches each medium takes, the strengths and weaknesses of each medium and the ways in which the different media complement each other.

■ Write a short story by using a person from the sports pages as the main character, the location of a sports event as the setting and the situation of a particular game as the plot. Use ads found in the sports section for descriptions in your story of household items, cars and the like.

As an alternate activity, clip three unrelated sports photos and use the information in one as the beginning of an original story, one as the middle and one as the end of your story.

■ Study sports articles and photos to determine a list of jobs related to sports and the responsibilities and job qualifications of the people in those jobs.

■ Predict what sports headlines are likely to be in a newspaper 100 years from now. Be sure you can support your opinions.

■ Use newspaper information to prepare a character sketch of a famous athlete whose career you've been following.

Newspaper hunt

■ Where is the sports section usually located in the paper? Use the index to find it.

■ Discuss: How does the Morning Call obtain sports news from distant places.

■ Identify the following parts of a sports article: headline, dateline, byline, lead paragraph, 5W's (who, what, when, where, why), supporting details.

■ Find examples of the three types of news writing (factual, editorial and feature or entertainment) in the sports section.